

Early Childhood Education, an *individual event*, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in a Family and Consumer Sciences early childhood education program. Participants must prepare a **portfolio** and a **resource container**. On-site, participants must plan and present to evaluators an activity related to the theme in **response to a case study** provided during the event and an **oral presentation** describing the activity.

****The theme for 2021-2022 is “The Alphabet and Numbers”**

NEW JERSEY LEARNING STANDARDS

NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.
9.2.8.CAP.9:	Analyze how a variety of activities related to career impacts postsecondary options.
9.2.8.CAP.12:	Assess personal strengths, talents, values, and interests appropriate to jobs and careers to maximize career potential.
9.2.8.CAP.16:	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.8.CI.4:	Explore the role of creativity and innovation in career pathways and industries.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.

- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws have on the creation and sharing of content.
- 9.4.8.TL.5 Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.GCA.1 Model how to navigate cultural difference with sensitivity and respect.
- 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.3.12.ED.2 Demonstrate effective oral, written, and multi-media communication in multiple formats and context.
- 9.3.12.ED-ADM.4 Identify instructional practices that meet the learning organization's objectives
- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.

CAREER READY PRACTICES

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Communicate clearly and effectively with reason.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Use technology to enhance productivity.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Work productively in a team while using global competence.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.
- 4.4.7 Demonstrate security and emergency procedures.
- 12.1.1 Analyze the physical, emotional, social, and cognitive development.
- 12.1.2 Analyze current and emerging interrelationship among the physical, emotional, social, moral, and cognitive aspects of human growth and development.
- 12.1.3 Analyze current and emerging research about human growth and development, including but not limited to brain development research.

EVENT LEVELS

Level 3: Participants in grades 11 – 12

ELIGIBILITY

1. A chapter may register two (2) entries in each event level.
2. An entry is defined as one (1) participant.
3. Participation is open to any affiliated FCCLA member in grades 11 – 12.
4. Participant must be or have been enrolled in a Family and Consumer Sciences early childhood education training program. Programs which meet this requirement may be determined by the state adviser. Students enrolled in general child or human development courses not preparing them for careers or employment in early childhood education are *not* eligible.

PROCEDURES & REGULATIONS

1. The Early Childhood project must be developed and completed within a one year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.

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- The Early Childhood project must be planned and prepared by the participant only. Supporting resources are acceptable as long as participant is coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.
- Chapters with multiple entries in this event must submit different projects for each entry.
- A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.
- Spectators may not observe any portion of this event.
- Two (2) individuals/teams may be chosen from each event level to represent New Jersey at the National Leadership Conference.

Each participant must submit a digital *portfolio* by the identified due date and a hard copy *portfolio* to the room location designated in the State Leadership Conference program during the specified registration time. The participant will select an age category and be given a specific situation including the lesson topic (possible age range of 2-3 years, 4-5 years, or 6-8 years old).

20 minutes	At the designated time at the State Leadership Conference, the participant will have twenty (20) minutes to respond to a case study for their specific age category that will be provided to each participant. The participant must complete a written activity plan and adaptations required by the case study for their presentation. A form will be provided. Only the materials and supplies in the participant's resource container may be used to complete the activity plan. Check the State Leadership Conference Program for the time and location.
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10 minutes	The presentation of the activity <u>may be up to ten (10) minutes</u> in length. Audio and/or audiovisual recordings are not permitted during the presentation.
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Following the presentation, evaluators will have the opportunity to ask questions of the participant.

Evaluators will use the rating sheet to score and write comments for each entry.

General Information

Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual	Portfolio, Resource Container	5 minutes for set up/ 20 minutes for case study	10 minutes	Table	Not provided

Presentation Elements Allowed

Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
	■	■			■	■	*		*

*Skits may not be used during the oral presentation but may be used during presentation of the on-site case study activity. Visuals are limited to the content of the resource container.

EARLY CHILDHOOD SPECIFICATIONS

Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Students will submit a digital version and a hard copy version of the portfolio.

Digital Portfolio

Upon competitive event registration, an assigned digital folder via Google Drive will be provided to the adviser to submit the digital portfolio. The digital portfolio should be one digital PDF document containing all the specifications listed below in the same order as the "hard copy" portfolio. The digital portfolio is a digital replica of the "hard copy" portfolio. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

Hard Copy Portfolio

For the hard copy portfolio, materials must be contained in a standard binder (no larger than 12" high, 11" wide, and 2" in depth). A decorative and/or informative cover may be included. All materials, including the *divider pages* and


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tabs, must fit within the cover, be one-sided, and may not contain more than 38 pages, as described below. The *hard copy portfolio* will be presented at the State Leadership Conference and must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

1- 8½" x 11" page	<i>Project Identification Page</i>	<i>Plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name, school, chapter name, city, state, event name, event level and project title.
1- 8½" x 11" page	Table of Contents	List the parts of the portfolio in the order in which the parts appear.
1- 8½" x 11" page	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation. Each step is fully explained.
1 	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include signed proof of submission in the <i>portfolio</i> .
0-4	<i>Divider Pages</i> or Sections	Use up to four (4) <i>divider/section</i> pages. <i>Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .
Up to 30 8½" x 11" pages	Documentation of Experience / Occupational Coursework	Document evidence of units, courses, volunteer and/or paid positions related to Early Childhood Education.
	<i>Lesson Plans</i>	Include 3-5 example <i>lesson plans</i> exhibiting a variety of Early Childhood Education concepts (e.g. science, math, music, art). Sample lesson plans may use format of the participant's choice.
	Evidence of Skills	Show evidence of actual implementation of a <i>lesson plan(s)</i> included in <i>portfolio</i> (i.e. pictures, classroom teacher evaluation, samples of hands-on activities, handouts, etc.).
	Evidence of Developmental Knowledge	Show evidence of knowledge of age-appropriate activities based on developmental stages, ages 2-3, 4-5, or 6-8 years (i.e. chart, listing, diagram, essay developed by the participant).

Activity Plan and Presentation

On site, the participant will be given a case study (type of activity, number of children, setting), and an activity topic related to the year's theme for the age category that they have selected (possible age categories of 2-3, 4-5, or 6-8 years old). Activity plan topics may include, but are not limited to, general areas such as physical activity, science, and reading readiness. Participants must complete a written activity plan and adaptations required by the case study for their presentation using the blank form provided. Only the materials and supplies in the participant's resource container may be used to complete the activity plan. Visuals are limited to the content of the resource container.

Activity Plan	Include learning objective, instructional strategies/rationale, setting, materials, activity, modifications, and assessment. Submit one (1) copy.
Selection of Activity / Activities	Choose age-appropriate activities for early childhood activity plan.
Use of Resource Materials and Supplies	Use creativity, safety, and variety in completing activity plan.
Introduction	Express objectives, instructions and directions with clarity.
Activity	Present activity with organization; focus on <i>content</i> , accuracy of information, age-level appropriateness, sequence of events/activities, pace, and transitions.
Wrap-Up	Reinforce lesson objective with appropriate summary.

Presentation Skills

The oral presentation of the activity plan **may be up to ten (10) minutes** in length and is delivered to evaluators. Participants may choose to present the activity plan as a demonstration and/or explanation of the activity plan as implemented with children.

Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language / Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of supplies and materials. Wear appropriate business clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding <i>lesson plan</i> and <i>portfolio</i> . Questions are asked after the presentation.

Resource Container

The Resource Container is a sturdy container with a lid that holds resource materials and supplies assembled by the participant for use in planning and presenting the learning activity. All materials must fit in the closed container. The container and lid must be no larger than 17½" wide x 14½" deep x 11½" high. A decorative and/or informative cover may be included. **Materials and supplies may include, but are not limited to, any of the following: crayons, paper, scissors, markers, craft sticks, stapler, pencil, felt, hole punch, tape, socks, songs, straws, glue, yarn, story or picture books, resource books, and student-made items related to the theme, etc.** Materials may be repurposed. Types and quantities of materials are determined by the participant and are limited only by the size of the container. Participants may not bring items to access internet resources during planning time.

Resource Container	Assemble resources and supplies in a container. The container with lid should be no larger than 17½" wide x 14½" deep x 11½" high.
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Early Childhood Rating Sheet

Names of Participant _____

School _____ **Level** _____

INSTRUCTIONS:

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Improvement: Use the back of the sheet if necessary.							
Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
PORTFOLIO							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Documentation of Coursework	0-1	2	3	4	5		
Lesson Plans	0-2	3-4	5-6	7-8	9-10		
Evidence of Skills	0-1	2	3	4	5		
Evidence of Developmental Knowledge	0-1	2-3	4	5-6	7-8		
ACTIVITY							
Learning Objective and Instructional Strategies / Rationale	0-1	2-3	4	5-6	7-8		
Setting, Materials, Activity	0-1	2-3	4	5-6	7-8		
Modification and Assessment	0-1	2-3	4	5-6	7-8		
Introduction	0-1	2	3	4	5		
Activity	0-2	3-4	5-6	7-8	9-10		
Use of Resources during Activity	0-1	2-3	4	5-6	7-8		
Wrap Up	0-1	2	3	4	5		
PRESENTATION							
Voice and Body Language	0-1	2	3	4	5		
Grammar and Pronunciation	0-1	2	3	4	5		
Responses to Evaluators' Questions	0-1	2	3	4	5		

Total Score _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 79-89

Bronze: 70-78

**Early Childhood Education
Activity Planning Form**

Name of Participant _____ Age Range of Children _____

Topic and Type of Activity:
Age Level:
Timeframe:
Learning Objectives: What knowledge or skills will this activity help children know and be able to do?
Instructional Strategies and Rationale: Why is this knowledge or skill important for children to know and be able to do at this age?
Setting: Briefly describe the location, furniture, and large equipment needed to carry out the activity with children.
Materials: What supplies and resources are needed?

Activity: Describe in detail the activity you plan to do with these children.

Modifications: How will you modify or adapt your plan to accommodate the classroom situation – multiple ages, special needs, etc.

Assessment: How will you evaluate the children's achievement of the learning objectives?

Additional Notes: