

Early Childhood Education, an *individual event*, recognizes participants who demonstrate their ability to use knowledge and skills gained from their enrollment in an *occupational* early childhood 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 2018-2019 is “Be a Friend”**

NEW JERSEY CORE CURRICULUM STANDARDS

- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 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.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 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.

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.
- 4.4.3 Demonstrate a variety of teaching methods to meet individual needs of children.
- 4.4.7 Demonstrate security and emergency procedures.

EVENT CATEGORIES

Occupational: Participants in an occupational program in grades 10 – 12

Post-Secondary: Enrolled as a full time student in a post-secondary program with a major in early childhood education. A post-secondary student must have membership dues paid and plan to compete at the 2019 NLC. This entry is an addition to the Occupational Category.

ELIGIBILITY

1. A chapter may register two (2) entries in the occupational category.
2. An entry is defined as one (1) participant.
3. Participation is open to any affiliated FCCLA occupational chapter member in grades 10 – 12.
4. Participant must be or have been enrolled in an *occupational* early childhood education and services program (coursework for high school credit that concentrates in-class learning and/or on-the-job training in preparation for paid *employment*). Programs which meet this requirement may be determined by the state adviser. Students enrolled in general courses in Family and Consumer sciences or *comprehensive* child development courses 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.
2. 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.
3. Each participant must submit a *portfolio* to the room location designated in the State Leadership Conference program during the specified registration time.
4. At the designated time at the State Leadership Conference, the participant will have twenty (20) minutes to respond to a case study 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.
5. 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).
6. The presentation of the activity may be up to ten (10) minutes in length.
7. Audio and/or audiovisual recordings are not permitted during the presentation.
8. Following the presentation, evaluators will have the opportunity to ask questions of the participant.
9. Evaluators will use the rating sheet to score and write comments for each entry.
10. 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.
11. Spectators may not observe any portion of this event.
12. Two (2) individuals/teams may be chosen from each event category to represent New Jersey at the National Leadership Conference.

| 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. Materials must be contained in a standard binder (no larger than 12” high, 11” wide, and 2” depth). A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover, be one-sided, and may not exceed 38 pages, as described below. The portfolio will be turned in at the designated location at the State Leadership Conference.

| | | |
|---|---|--|
| 1- 8½” x 11” page | <i>Project Identification Page</i> | One 8½” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name, chapter name, school, city, state, event name, and project title. |
| 1- 8½” x 11” page | Table of Contents | One 8½” x 11” page. 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 | One 8½” x 11” summary page of 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 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). |
| | 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 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, colored paper, scissors, markers, craft sticks, stapler, pencil, felt, hole punch, cellophane tape, masking tape, other tape, socks, songs, straws, glue stick, paste, yarn, story books, resource books, picture books, and student-made items related to the theme, etc.** Materials may be recycled or environmentally friendly. 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. |
|--------------------|--|

Early Childhood Rating Sheet

Name of Participant _____ **School** _____

Category: _____ **Occupational** _____ **Post-Secondary**

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.

| Evaluation Criteria | Very | | | | | Score | Comments | |
|---|------|------|------|------|-----------|-------|----------|--|
| | Poor | Fair | Good | Good | Excellent | | | |
| 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 – 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: