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.

<div align="center">

**The theme for 2019-2020 is "How We Travel" (Transportation)

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NEW JERSEY LEARNING STANDARDS

NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.12.C.3	Identify transferable career skills and design alternate career plans
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-PS.2	Implement methods to enhance learners success.
9.3.12.ED-TT.1	Use foundational knowledge if subject matter to plan and prepare effective instruction and design courses or programs.
9.3.12.ED-TT.4	Identify materials and resourced needed to support instructional plans.
9.3.12.ED-TT.5	Establish a positive climate to promote learning.
9.3.12.ED-TT.7	Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.

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.
4.3.4   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.

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.   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.

4.   Spectators may not observe any portion of this event.

5.   Two (2) individuals/teams may be chosen from each event level to represent New Jersey at the National Leadership Conference.

Each entry must submit a *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.
10 minutes	The presentation of the activity **may be up to ten (10) minutes** in length. Audio and/or audiovisual recordings are not permitted during the presentation.
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. 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	*Project Identification Page*	*Plain paper*, with no *graphics* 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	List the parts of the portfolio in the order in which the parts appear.
1- 8½" x 11" page	FCCLA *Planning Process* Summary Page	Summarize how each step of the *Planning Process* was used to plan and implement the project; use of the *Planning Process* 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 *portfolio*.
0-4	*Divider Pages* or Sections	Use up to four (4) *divider*/section pages. *Divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*.
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.
	Lesson Plans	Include 3-5 example *lesson plans* 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 *lesson plan(s)* included in *portfolio* (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 *content*, 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 appropriates 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 *lesson plan* and *portfolio*. 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.

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.

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: