

Early Childhood, 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.

NEW JERSEY CORE CURRICULUM STANDARDS

- 1.2.12B(4).3 Organize personal works of visual art that convey a high level of understanding of how expression of ideas related to media, techniques and artistic process.
- 3.1 Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- 3.3 Speak in clear and concise organized language that varies in content and form for different audiences and purposes.
- 3.4 Listen actively to information from a variety of sources in a variety of situations.
- 3.5 Access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
- 9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.
- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.
- 9.3.12.C.6 Develop job readiness skills by participating in structures learning experiences and employment seeking opportunities.
- 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., Volunteer, seek employment, apply for training grants, higher education grants and loans.)
- 9.3.12.C.11 Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/ career.
- 9.4.12.E.8 Demonstrate knowledge of a variety of instructional models to enhance learner achievement.
- 9.4.12.E.15 Use correct grammar, punctuation and terminology to write and edit documents.
- 9.4.12.E(1).2 Evaluate strategies, techniques and tools used to determine the needs of diverse learners.

EVENT CATEGORIES

Occupational: grades 10-12

ELIGIBILITY

1. A chapter may register one (1) entry in this event.
2. An event category is determined by member's grade in school and affiliated status.
3. Participation is open to affiliated FCCLA occupational members.
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). Students enrolled in general courses in Family and Consumer sciences or comprehensive child development courses are not eligible.
5. 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.
6. 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.

PROCEDURES & REGULATIONS

1. Each participant will submit a portfolio with required documents at the Competitive Events registration table at the State Leadership Conference.
2. Participant will select an age category and be given a specific situation including lesson topic (possible age range of 2-3 years, 4-5 years, or 6-8 years old).
3. The participant will be given 30 minutes to plan and organize an appropriate lesson using materials from the resource container.
4. The presentation of the activity **may be up to** 10 minutes (NLC allows 15 minutes) in length.
5. Following the presentation, the evaluators may interview the participant.
6. Evaluators will use the rating sheet to score and write comments for each participant.
7. The theme for the event will be posted on the state FCCLA website in January.
8. Participants may bring an easel.
9. Spectators may not observe any portion of this event.
10. One (1) individual may be chosen from this event to represent New Jersey at the National Leadership Conference.

EARLY CHILDHOOD SPECIFICATIONS

Portfolio

The *portfolio* is a collection of materials used to document and illustrate the student’s work in Early Childhood. Materials must be contained in a standard binder (no larger than 12” high, 11” wide, and 1½” depth). A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the dimensions above. The binder/notebook must contain no more than 33 pages: 1 *project identification page*, 1 table of contents page, 1 *Planning Process* summary page, 0-5 *divider pages* and up to 25 *content pages*. *Divider pages* may be tabbed and may contain a title, a section name, graphic elements, thematic decorations, and/or page numbers; they must not include any other content. All pages must be one-sided only. All pages except divider pages must be 8½” x 11”. The portfolio will be turned in at the Competitive Events registration desk upon arrival at registration.

Project Identification Page	One 8½” x 11” summary page on plain paper, with no graphics or decorations; must include participant’s name, chapter name, school, city, state, FCCLA national region (North Atlantic Region), age category, and project title.
FCCLA Planning Process Summary	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.
Documentation of Experience / Occupational Coursework	Document evidence of units, courses, volunteer and/or paid positions related to Early Childhood.
Lesson Plans	Include 3-5 example lesson plans exhibiting a variety of Early Childhood concepts (e.g. science, math, music, art).
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).

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 into 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, picture books, resource books and student-made items related to the theme, etc.** Types and quantities of materials are determined by the participant and are limited only by the size of the container.

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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Activity Plan and Preparation

On site, 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.

Activity Plan	Include objective, materials, setup, activities and expected outcome. Submit one 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 direction 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.

Oral Presentation

The oral presentation of the activity plan **may be up to** 10 minutes (NLC allows 15 minutes) in length and is delivered to evaluators.

Use of Resources during Activity	Activity moves seamlessly and effectively between teaching time and hands on time.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language/Clothing Choice	Use appropriate attire and body language including gestures, posture, mannerisms, eye contact and appropriates handling of supplies and materials.
Grammar and Pronunciation	Use proper grammar 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.

Early Childhood Rating Sheet

Name of Participant _____ School _____

Category: _____ Occupational

INSTRUCTIONS: Write the appropriate rating in the "Score" columns. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary. Total points.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
PORTFOLIO							
Project Identification Page	0	1		2	3		
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		
ACTIVITY							
Goal or Objective Rationale	0-1	2-3	4	5-6	7-8		
Setting, Supplies, Activity	0-1	2-3	4	5-6	7-8		
Applications and Evaluation	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		
Wrap Up	0-1	2	3	4	5		
PRESENTATION							
Voice and Body Language	0-1	2-3	4	5-6	7-8		
Grammar/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: 75-89

Bronze: 60-74

Early Childhood Event – Activity Planning Form

Name _____ Age of Children _____

Type of activity _____

Name of Activity _____

1. **Learning Goal or Objective for the Activity:** What knowledge or skills will this activity help children know and be able to do?

2. **Rationale:** Why is this knowledge or skill important for children to know and be able to do at this age?

<p>3. Setting: Briefly describe the location, furniture, and large equipment needed to carry out the activity with the children.</p>	<p>4. Supplies: What supplies and resources will you use to prepare for and carry out the activity with the children?</p>
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5. **Activity:** Describe in detail the activity you plan to do with these children.

6. **Applications:** How will you modify or adapt your plan to accommodate the classroom situation – a situation where there are multiple ages in one classroom/special needs students.

7. **Evaluation:** How will you evaluate the children’s achievement of the goal or objective?

If additional space is needed, paper will be provided. Use the numbers above to label corresponding responses. Do not rewrite the questions.