

EARLY CHILDHOOD GUIDANCE CURRICULUM

May 2008

**For EC2 and EC3: Cover competencies that are developmentally appropriate for 2 and 3 year olds.*

1. Standard-Academic Self-Management for Lifelong Learning (Early Childhood)

(Date/Initial)

Competency	Competency Indicators - The learner will:	*EC2	*EC3	EC4
Gu 1.1 Understand and participate in a school environment.	• Know school rules and why they are important.			
	• List responsibilities in the classroom and school.			
	• State consequences when a school rule is not followed.			
	• Identify common features at home and at school (library, play areas, work areas)			
	• Follow simple classroom rules and routines.			
	• Manage transitions.			
Gu 1.2 Awareness that attitudes and behaviors are related to academic achievement	• Begin to develop an awareness of strengths and weaknesses as a student/learner.			
	• Begin to develop the skills and attitudes needed to achieve in school.			
	• Begin to link effort to outcome.			
	• Show eagerness and creativity as a learner.			
	• Approach tasks with flexibility and inventiveness.			
	• Appreciate God-given gifts and talents.			
Gu 1.3 Awareness of the process of goal setting	• Make simple choices.			
	• Demonstrate an increasing ability to set goals, develop plans to reach goals, follow through with plans, and learn what worked and did not work.			
	• Identify ways they contribute to class goals.			

1. Standard-Academic Self-Management for Lifelong Learning (Early Childhood)

(Date/Initial)

Competency	Competency Indicators - The learner will:	*EC2	*EC3	EC4
Gu 1.4 Awareness of study habits	<ul style="list-style-type: none"> • Describe ways to prepare for class each day. 			
	<ul style="list-style-type: none"> • List the materials needed for school each day. 			
	<ul style="list-style-type: none"> • Use classroom materials carefully. 			
Gu 1.5 Awareness of effective time-management skills	<ul style="list-style-type: none"> • Complete assignments in time allowed. 			
	<ul style="list-style-type: none"> • Demonstrate ability to start/finish projects. 			
	<ul style="list-style-type: none"> • Attend to tasks and seeks help when encountering a problem. 			

2. Standard-Career and Educational Awareness (Early Childhood)

(Date/Initial)

Competency	Competency Indicators - The learner will:	*EC2	*EC3	EC4
Gu 2.1 Awareness of personal interests, abilities, and values	• Describe those things that are important to them in school and home.			
	• Describe their likes and dislikes.			
	• Discuss jobs they think they may be interested in doing when they grow up.			
	• Demonstrate a positive sense of self.			
	• Become aware of personal characteristics.			
	• Identify similarities/differences among classmates.			
Gu 2.2 Awareness of the benefits of educational achievement	• Make a connection between academic skills and how they can be used in the home and community.			
	• Become aware of the influence of school on all aspects of their lives.			
	• Develop an awareness of the skills and attitudes needed to achieve in school.			
	• Participate in classroom activities.			
	• Use God-given skills and talents to serve God through others.			

2. Standard-Career and Educational Awareness (Early Childhood)

(Date/Initial)

Competency	Competency Indicators - The learner will:	*EC2	*EC3	EC4
Gu 2.3 Awareness of the relationship between work and learning.	• Identify work roles to gain an understanding of reasons why people work.			
	• Become aware that performance in school relates to choices in adult roles.			
Gu 2.4 Awareness of sources of career information	• Describe work of family members and workers in the school.			
	• Describe jobs that are present in the local community.			
	• Locate career information resources in the school and community (library, field trips).			
Gu 2.5 Awareness of how work relates to the needs and functions of society.	• List different jobs/workers and their contribution to the community.			
	• Describe the basic needs for all people (food, clothing, shelter).			
	• List roles/responsibilities of community workers (fire, police, healthcare).			
Gu 2.6 Awareness of the importance of personal responsibility and good work habits	• Describe the importance of personal qualities (regular school attendance, cooperation, punctuality, proper language and dress, good manners, listening skills) to school success.			
	• Demonstrate good work habits in school (follow directions, keep on task, complete assignments).			
	• Identify responsibilities within the school environment.			
	• Relate how student responsibilities prepare one for responsibility in the workplace.			
	• Display responsibility and honesty through completion of daily assignments.			
	• Express excitement and curiosity about new things in the classroom.			
	• Ask questions and seek clarification.			
	• Show persistence in working toward completing a task.			
• Be willing to accept help in problem-solving.				
• Display level of respect for others.				

3. Standard - Career Planning Skills (Early Childhood)

(Date/Initial)

Competency	Competency Indicators - The learner will:	*EC2	*EC3	EC4
Gu 3.1 Awareness of the planning process	• Describe some of the planning they do at school and home.			
	• Develop simple plans for specific activities.			
	• Demonstrate increasing ability to set goals and develop plans to reach them.			
	• Develop prayerful decision-making skills.			
Gu 3.2 Awareness of different occupations and changing male/female roles	• Develop awareness that males and females can do any job.			
	• Develop awareness that work is important to all people, males and females.			

4. Standard - Self-Knowledge and Self-Acceptance (Early Childhood)

(Date/Initial)

Competency	Competency Indicators - The learner will:	*EC2	*EC3	EC4
Gu 4.1 Knowledge of the importance of a positive self-concept	• Identify and appreciate individual characteristics (i.e., likes, dislikes, interests, abilities, skills).			
	• Demonstrate a positive attitude about self.			
	• Express emotions.			
	• Express preferences			
	• Identify personal characteristics such as the color of their hair and favorite food.			
	• Interact with other peers in the classroom.			
	• Interact easily with familiar adults.			
	• Develop the awareness that we are made in the image of God.			

5. Standard - Self-Management and Responsible Behavior (Early Childhood)

(Date/Initial)

Competency	Competency Indicators - The learner will:	*EC2	*EC3	EC4
Gu 5.1 Awareness of the importance of growth and change	• Demonstrate awareness of their feelings in various situations.			
	• Become aware of how choices they make affect how they manage their feelings.			
	• Demonstrate skills for handling emotions.			
	• Recognize their feelings while they experience them.			
	• Learn ways to express anger appropriately.			
	• Demonstrate healthy ways to manage conflict, stress, and emotions in self.			
	• Demonstrate knowledge of good health habits.			
	• Increase ability to regulate their behavior and express emotions with adult guidance.			
	• Be able to try out simple suggestions made by familiar adults.			
	• Be able to wait for short amounts of time.			
	• Seek help in acceptable ways.			
• Become aware of God's presence in their lives as they grow and change.				
Competency	Competency Indicators - The learner will:			
Gu 5.2 Develop appropriate attitudes and behaviors	• Distinguish between socially appropriate and inappropriate physical, verbal, and emotional behavior.			
	• Become aware of appropriate behavior in various school settings.			
	• Describe school/classroom rules on acceptable/unacceptable behaviors.			
	• Exhibit steady progress toward using behaviors that demonstrate respect for the feelings, property, and interests of others.			
	• Become aware of the relationship between behaviors and good/bad consequences.			

5. Standard - Self-Management and Responsible Behavior (Early Childhood)

(Date/Initial)

Competency	Competency Indicators - The learner will:	*EC2	*EC3	EC4
Gu 5.3 Develop awareness of personal safety skills	• Identify resource people in the school and how to seek their help.			
	• Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact).			
	• Exhibit awareness of the difference between appropriate and inappropriate physical contact.			
	• Demonstrate knowledge of how to seek help in an emergency.			

6. Standard - Problem-Solving and Decision-Making Skills (Early Childhood)

(Date/Initial)

Competency	Competency Indicators - The learner will:	*EC2	*EC3	EC4
Gu 6.1 Identify common personal and interpersonal problems	• Define a problem in an uncomfortable situation and identify possible solutions.			
	• Become aware that to solve problems effectively a sequential process can be used.			
	• Become aware that they can ask for help when needed to solve a problem.			
Gu 6.2 Awareness of how to solve problems and make decisions	• Describe the ways they make choices.			
	• Become aware that there are consequences for their decisions and choices.			
	• Realize the difficulty of choosing between two desirable alternatives.			
	• Use a prayerful approach to decision-making.			

7. Standard - Interpersonal and Communication Skills (Early Childhood)

(Date/Initial)

Competency	Competency Indicators - The learner will:	*EC2	*EC3	EC4
Gu 7.1 Demonstrate communication skills in speaking, listening, and nonverbal behavior.	• Become aware of the needed skills to be a good listener.			
	• Recognize that others may communicate differently than they do.			
	• Listen to others and repeat their ideas.			
	• Become aware of and accept/tolerate opinions of others in group discussions.			

Competency	Competency Indicators - The learner will:			
Gu 7.2 Awareness of how people in a group work together	• Become aware of how people in a group work together.			
	• Take part in making group rules.			
	• Become aware of their responsibilities in the family, school, and community.			
	• Become aware that groups have "norms" or expectations of their members (classroom, ball field).			
	• Become aware of the skills (listening, taking turns) needed for effective participation in a group.			
	• Respect diverse opinions.			

Gu 7.3 Awareness of ways to express thoughts and feelings	• Describe the four basic feelings: happy, mad, sad, and fear.			
	• Verbalize ideas, thoughts, and feelings.			
	• Express their feelings appropriately.			
	• Make positive statements to and about others.			
	• Describe ways to express the need for help.			

7. Standard - Interpersonal and Communication Skills (Early Childhood)

(Date/Initial)

Competency	Competency Indicators - The learner will:	*EC2	*EC3	EC4
Gu 7.4 Awareness of skills to interact with peers and adults	• Describe the process involved in making and keeping friends.			
	• Acquire skills needed to cooperate, compete, and compromise with others.			
	• Describe characteristics in themselves and others that enable them to be a good friend.			
	• Interact easily with one or more children.			
	• Play cooperatively, by taking turns, sharing, and conversing.			
Gu 7.5 Awareness of peer pressure.	• Be aware of how to express their wants and needs in an appropriate manner.			
	• Be aware of some things that are important to their peers.			
	• Seek adult help when needed to resolve peer-pressure conflicts.			

8. Standard - Respect and Value Human Diversity (Early Childhood)

(Date/Initial)

Competency	Competency Indicators - The learner will:	EC2	EC3	EC4
Gu 8.1 Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities	• Describe customs of various cultures including their own.			
	• Recognize that there are different languages.			
	• Identify likenesses/differences between themselves and others.			
	• Share empathy and caring for others.			
Gu 8.2 Awareness of stereotypes and their impact on self and others	• Respect diversity			
	• Develop an awareness of the meaning of stereotypes.			
	• Be aware that everyone is a child of God and equal.			

9. Standard - Community Involvement (Early Childhood)

(Date/Initial)

Competency	Competency Indicators - The learner will:	EC2	EC3	EC4
Gu 9.1 Demonstrate an awareness of school and community volunteer needs	• Describe good citizenship skills.			
	• Identify various helper roles within the classroom, school, family, and community.			
	• Participate in group projects that benefit the community.			
	• Participate in the group life of the class			

10. Physical Health (Early Childhood)

(Date/Initial)

Competency	Competency Indicators - The learner will:	EC2	EC3	EC4
Gu 10.1 Shows characteristics of good health to facilitate learning	• Show general good health.			
	• Show adequate development.			
	• Demonstrate visual ability to facilitate learning.			
	• Exhibit auditory ability to facilitate learning.			
	• Perform oral hygiene routines.			
	• Show familiarity with the role of a primary health care provider.			
Gu 10.2 Knowledge of wellness	• Show that basic physical needs are met: getting adequate sleep, choosing clothing appropriate to weather, nutritional needs met.			
	• Follow basic health and safety rules.			
	• Participate in physical fitness activities.			
	• Make wise food choices.			