

Area Career Center of Hammond
Area District of Career and Technical Education # 2
Course Syllabus
Early Childhood Education
School Year 2009-2010

- Course Title:** Early Childhood Education I & II
- Meeting Dates:** Monday – Friday
AM Session: 7:45 -10:15
PM Session: 11:45 - 2:15
- Instructor:** Claudia McGuire, MEd (Early Childhood)
Office: ACC Room 208
Office Phone: (219) 933-2428 Ext. 2052
Fax: 219-933-1680
Email address: cjmcguire@hammond.k12.in.us
- Office Hours:** 10:30 – 11:30 AM
- Prerequisites:** None required, suggested Child Development Classes

Course Description:

Early Childhood Education is a two year program designed for students who plan to pursue careers working with children. This program is designed to help students prepare to work with children ages birth to 8. The program focuses on the areas of development: physical, intellectual (cognitive), emotional, social, and creative development of children (whole child). Students learn to plan, write and implement developmentally appropriate lesson plans when volunteering at area preschools, Head Start rooms, as well as, elementary school classrooms. Students not only learn about child development, they study and develop skills in the observation of children, health and safety, child care room setup, curriculum planning, communication, guidance, room management, families, professionalism, and professional organizations.

During class time, first year students volunteer two days a week (Wednesday & Thursday) in Head Start or NAEYC (National Association for the Education of Young Children) accredited daycare rooms using knowledge and developing skills working with preschool children.

During class time, second year students participate in internships 3 days a week (Tuesday, Wednesday, Thursday). The two remaining weekdays include creating activities for the age they have chosen and developing the skills for implementing the activities with the children, receive CPR certification, and develop a Professional Resource Book which coincides with each skill level area required for obtaining a CDA credential and includes their autobiography.

Foundation work is included for those students who choose to meet requirements of the CDA (Child Development Associate) credential.

Workplace Readiness Skills and lifelong learning skills are also included in the class.

Course Intent:

The Early Childhood Education I and II programs are designed for students to begin and enhance the quality of childcare by focusing on knowledge and skills (standards) needed to become successful childcare professionals and continue their education.

First year student's volunteer work with children allows them to earn clock hours toward their CDA Credential after graduation from high school.

First year Early Childhood Education classes are aligned with the Ivy Tech Northwest Early Childhood Education program curriculum as well as the Child Development Associate's Council. Students can receive 3 Intro to Early Childhood Education credits in the first year from Ivy Tech Northwest (ECED100)

The second year CPR Certification, Professional Resource Book, 3 days a week internship at a chosen daycare or elementary school during class time, and continued earned clock hours prepares them for the CDA credential after high school graduation and continuing education. Second year students can receive 6 credits from the Ivy Tech Northwest Early Childhood Education program for ECED 101 Health, Safety & Nutrition and ECED 103 Curriculum in Early Childhood.

The second year student can receive 3 more credits from Ivy Tech Northwest if they receive the CDA credential within a year after graduation from high school.

Textbooks:

Herr, Judy (2004). *Working with Young Children. (Fifth Edition)*. The Goodheart-Wilcox Company, Inc: Tinley Park, Illinois.

Stephens, Karen & Maxine Hammonds-Smith (2004). *Child & Adult Care Professionals*. McGraw-Hill/Glencoe: Peoria, Illinois.

Supplemental Textbooks:

Bronson, Martha B. (1995). *The Right Stuff for Children Birth to 8*. National Association for the Education of Young Children. Washington, D.C.

Herr, Judy & Yvonne Libby Larson (2004). *Creative Resources for the Early Childhood Classroom*. (Fourth Edition). Thomson Delmar Learning Inc.: Clifton Park, New York.

Klein, M. Diane, Ruth E. Cook, Ann Marie Richardson-Gibbs (2001). *Strategies for Including Children with Special Needs in Early Childhood Settings*. Delmar Publishers, Albany, New York.

Platz, Donald & Nancy Platz (2005). *Creative Resources for School Age Programs*. Thomson Delmar Learning Inc.: Clifton Park, New York.

Wheeler, Ron (1997). *Creative Resources of Elementary Classrooms and School-age Programs*. Delmar Publishers, Albany, New York.

Indiana Professional Standards Covered:

Standard 1

Student Safety

Safety issues are considered when designing and implementing career and technical programs.

- 1.1 Safety is taught as an integral part of the instructional program. (511 IAC 8-2-4(b))
- 1.2 Safety issues are addressed during all phases of program planning and implementation including selection and maintenance of facilities and equipment as well as management of classroom activities.
- 1.3 The Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) standards guide the implementation and maintenance of environmental health and safety features.
- 1.4 Facilities are accessible to all populations and are appropriate for the instructional program being offered.

Standard 2

Advisory Committees

A broad-based group with representatives from education, industry, and the community at large actively assists in planning and implementing career and technical programs.

- 2.1 Advisory committees (general and program area) are organized and meeting as required each school year.
- 2.2 Advisory committees meet a minimum of twice per year and maintain accurate minutes of each meeting.
- 2.3 Membership includes a balanced representation from business/industry, labor, and education males, and females, and advocates for racial and ethnic minorities, and the disabled.
- 2.4 Program advisory committees annually review course standards, curriculum, and Assessment practices, and resources (including equipment) for appropriateness and effectiveness.

Standard 3

Teacher Licensing

Administrative rules promulgated by the Indiana Professional Standards Board and the State Board of Education are followed when employing teachers for career and technical programs.

- 3.1 All career and technical education teachers possess a valid teaching license for their teaching assignments under rules adopted by the Indiana Professional Standards Board.
- 3.2 Teachers participate in workshops, conferences, and professional organization activities to remain current in their program area and to meet license renewal requirements.
- 3.3 Teachers demonstrate knowledge of learners in the instructional process.
- 3.4 Teachers demonstrate knowledge of content and instructional resources pertaining to basic skills, the world of work, and the skills and processes of industry.
- 3.5 Teachers create an environment that develops democratic values, risk taking, and a desire for lifelong learning.
- 3.6 Teachers select from a variety instructional strategies in performance-based learning of subject matter, critical thinking, and problem-solving.
- 3.7 Teachers understand and use a variety of assessment and evaluation strategies to assist learners in their intellectual, social and physical development.
- 3.8 Teachers reflect on personal practices to improve the effectiveness and quality of learner education.
- 3.9 Teachers foster collaborative relationships in business, industry, and government in order to extend and enrich opportunities for learners.
- 3.10 Teachers work with colleagues and professional community to improve schools and to advance knowledge in the occupational area.
- 3.11 Teachers foster relationships with families and the local community to achieve common goals for all learners.
- 3.12 Teachers involve the learners in a variety of activities to help them understand the changing workplace as they prepare to enter the workforce.
- 3.13 Teachers prepare learners to meet the competing demands and responsibilities of the workplace.
- 3.14 Teachers assist learners in developing self-awareness and confidence as well as sound personal and social values.

Standard 4

Curriculum

Course content standards clearly define what students should know and be able to do. Locally developed curriculum meets all rules specified in the Indiana Administrative Code for career and technical education.

- 4.1 State content standards are used as the foundation for local curriculum development and input from the community is considered during the development process.
- 4.2 Curriculum activities help students apply appropriate English/language art, mathematics, science, and social studies standards in work-related situations.
- 4.3 Local curriculum emphasizes the technical, academic, and employability skills needed for success.
- 4.4 Curriculum is consistent with available state and national industry certification standards.
- 4.5 Curriculum is aligned with existing postsecondary programs.
- 4.6 Curriculum is connected to available apprenticeship training programs.
- 4.7 A variety of assessment strategies is used to document student achievement.
- 4.8 Each course or program has the resources necessary to implement state standards and local curriculum and to adapt to needs of students.
- 4.9 Career and Technical Student Organization (CTSO) activities enhance the instructional program.
- 4.10 Career pathways are used to identify a sequence of courses that includes a rigorous technical core and academic preparation.
- 4.11 Guidance activities are used to help students affirm or adjust career goals.
- 4.12 Sequenced career and technical courses meet the directed elective requirements of the Core 40 curriculum.
- 4.13 Student data is collected to meet state and federal accountability requirements.

Learning Objectives:

The students will:

- **Learn to establish a safe environment for working with children**
- **Learn to how maintain a healthy environment for working with children**
- **Learn how to advance physical & intellectual development of children**
- **Learn how to strengthen the social and emotional development of children**
- **Learn to demonstrate and model positive guidance**
- **Learn to review, complete, identify, and develop skills to ensure a purposeful program working with children**
- **Learn qualities of maintaining a commitment to professionalism**
- **Demonstrate health and safety concepts when working with children**
- **Demonstrate and model appropriate English and speech concepts when working with children**

- **Demonstrate knowledge of planning for a career and the characteristics/qualities of working in a career.**

Instructional Strategies/Methods:

1. Discussion/Questioning
2. Problem Solving
3. Discovery-Activities, Research, Computers
4. Role Playing/Simulation
5. Case Study
6. Lecture
7. Group Work
8. Mentoring
9. Guest Speakers
10. Field Trips
11. Hands-on Activities
12. Children's Song & Finger-plays
13. Job Shadow
14. Internship

Diversity:

It is the policy of the Area Career Center not to discriminate on the basis of race, color, religion, sex, national origin, age or handicap in its programs as required by the Indiana Civil Rights Act (I.C. 22-9.1), Title VI (Civil Rights Act of 1964, Title IX (Education Amendments), and Section 504 (Rehabilitation Act of 1973).

Title IX Officer and Section 504 Officer
Connie Manous, Director of Special Education
(219) 933-2400 x1081
CBManous@hammond.k12.in.us

Special Needs Learners:

If adaptations or accommodations are needed in the classroom, for transportation, or for emergency procedures because of a disability or medical condition, please inform Mrs. McGuire as soon as possible.

Grading:

All students will have grades reported every six weeks. Two credits are awarded to Hammond students at end of each trimester (12 weeks). All other students receive 3 credits at the end of each semester (18 weeks). Even though credits are awarded at the end of a trimester or semester, one credit is associated with each six week grading period for all students. Credits are only awarded to students who pass class objectives with a 60% or better and are in compliance with the ACC attendance and discipline policies. Points will be deducted daily if an assignment is not submitted by the due date. Labs (daycare/internship) days cannot be made up. "Activity

Day” assignments must be completed and turned in on that day. Mrs. McGuire reserves the right to adjust any grades higher or lower as she sees fit.

A+	100%	B-	82-80%	D	66-63%
A	99%-93%	C+	79%-77%	D-	62%-60%
A-	92%-90%	C	76%-73%	F	59% and below
B+	89%-87%	C-	72%-70%		
B	86%-83%	D+	69%-67%		

Included in the student grade:

1. Homework
2. Activity Day Assignments
3. Labs (daycare/internship)
4. Quizzes
5. Exams
6. Attendance
7. Personal preparedness

Attendance:

This class will abide by the Area Career Center’s attendance policy. A summary of which appears below.

A student may have up to 3 unexcused absences (truancies) per 6 week grading period. 4 or more unexcused absences will cause failure for the entire grading period. When a student misses a day, their parent must call the ACC office to report the absence or you must bring a parent note upon return. Parents should call the ACC at 933-2428 ext. 1999 to report an absence. Your home school will not call us; your parent must call the ACC as well! While I’m obligated to allow you to make up work from excused absences, I am not required to give makeup work for unexcused absences or suspensions.

Upon returning to school, the student must check in the main office with the attendance person to verify we received notification from your parents or to turn in you note. Excessive unexcused absences will result in you being turned in to the truancy officer and possibly having your drivers license revoked until age 21.

A student is counted tardy if they arrive to class after the bell rings. If the student is less than 10 minutes tardy they may come to class. If a student is more than 10 minutes tardy, they must first report to the attendance person in the office and they will be given an unexcused absence for the day. As per the ACC Handbook, students who drive or get a ride have no excuses for being tardy. The only excused tardy is if a student’s bus is late or if a parent drops the student off late and notifies the office. Students who arrive late from break will also be counted tardy. It is conceivable a student could be counted tardy twice in the same day.

To reward students for excellent attendance, extra consideration will be given for a higher grade for students with perfect attendance the entire grading period.

Club Membership and Competitions:

All students will have the option to be enrolled in the SkillsUSA/VICA organization for \$12. We will have a regional contest (6 contestants) to determine what 4 students will represent the region at the state competition. Students who qualify for the state competition must pay the \$12 state registration fee. The state contest is April 2009 in Indianapolis at Walker Career Center. The first place winner at the state receives a scholarship to IVY TECH in Early Childhood and competes at the National SkillsUSA contest in Kansas City the last week of June 2009.

Parent Involvement:

Parents are encouraged to take an active role in their child’s academics. Any student whose parent(s) or guardians come in for a visit will receive 25 extra credit points for that grading period. This can be repeated each grading period.

Your parents can email me with questions and/or concerns.

Student Expectations:

1. Attend all class meetings. Be prepared to start class on time.
2. Complete assignments on the specified due date.
3. Read, prepare for, and participate in all class discussions and activities.
4. Maintain a positive attitude at all times.
5. Demonstrate professionalism and courtesy in all aspects of Early Childhood class.
6. Respect the school, equipment, teacher, other students, and yourself.
7. Uphold high ethical standards.

Class Schedule:

Year 1

Trimester 1

Definition of Early Childhood
 Personal Qualities for working with young children
 Self Assessment activities
 Using computers
 Careers, Education, CDA
 Early Childhood Programs
 NAEYC

Caregivers and Teachers
 Responsibilities & Ethics
 History & Research
 Theorists
 Understanding Infant Development
 Physical, Intellectual (cognitive),
 Social, Emotional, & Creative
 Caregivers for Infants
 State Requirements
 Environment for Infant Care
 Activities for Infant Development
 Charting Infant Care
 Observing Infants & Children
 Abuse & Neglect of Infants & Children
 Universal Precautions & Hand-washing

Trimester 2-3

Understanding 2 & 3 year olds
 Physical, Intellectual (cognitive),
 Social, Emotional, Creative
 Curriculum
 Environment for 2 & 3 year olds
 State Requirements for Daycare
 Toys for 2 & 3 year olds
 Books for 2 & 3 year olds

Teaching 2 & 3 year olds for “whole child”
 Observing 2 & 3 year olds

Understanding 4 & 5 year olds
 Physical, Intellectual (cognitive),
 Social, Emotional, Creative
 Curriculum
 Environment for 4 & 5 year olds
 State Requirements for Daycare
 Toys for 4 & 5 year olds
 Books for 4 & 5 year olds
 Teaching 4 & 5 year olds
 Observing 4 & 5 year olds

Trimester 3

Learning Experiences for
 Children-

Art Area
 Block-building Area
 Sensory Area
 Book Area
 Math Experiences
 Science Experiences
 Music Area

Projects:

Theorist Report
Infant Articles
Infant Story Book Reviews
Toys for Infants
Computer Programmed-
“Baby Think It Over” Dolls

Projects:

Miniature Daycare
Hands-on Activities
Children’s Songs & Finger-plays
Skills for Reading to Children
Bulletin Boards
Prop Box

Projects:

Children’s Activity
Demonstrations for
Learning Centers

Integrated Projects:

Assigned daycare experiences at local Head Start rooms and/or NAEYC Accredited Daycare
Field Trips: Daycares, Colleges, Science & Industry Museum, Children’s Museum

Year 2

Trimester 1-2

Child Development Principles
Careers, Education, CDA
NAEYC
Teacher Responsibilities & Ethics
School-Age Children
Understanding School-Age Development
Physical, Intellectual (Cognitive),
Social, Emotional, & Creative
Employability Skills
Professional Skills & Ethics
Health & Safety
CPR Certification
Universal Precautions & Hand-washing
Observation of School age children
Abuse & Neglect
Appropriate Environments
Appropriate Equipment & Supplies
Meeting Nutritional Needs
Guiding Behavior
Internships

Trimester 2-3

Caring for Special Needs Children
CDA Resource Book
Age Appropriate Activities
Autobiography
Internship Reports
Learning Experiences for
Children-
Foods & Nutrition
Social Studies
Manuscript Writing
Storytelling & Puppetry
Math Explorations
Art
Music & Movement

Trimester 3

CDA Resources
Internship Reports

Projects:

Theorist Report
Activity
Internship Application

Projects:

Resource Book
Weekly-
Hands-on Interactive Activities
Theme Development Activities

Projects:

Children’s
Demonstrations
Weekly-
Hands-on Theme
Interactives

Integrated Projects:

Internship at elementary school
Field Trips: Daycares, Colleges, Science & Industry Museum, Children’s Museum