

Course Syllabus

Course Title: Early Childhood Education I
Course Number: 83610
Program Name: Early Childhood Education

Pre-requisites:

The student will have successfully completed Introduction to Early Childhood Education.

Required Materials:

Text and Workbook: Holt, Judy. *Working with Young Children*. N.p.: Goodheart-Willcox Co, 2004.

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Course Description

This is the second course in a three-year sequence of early childhood education classes. Students will develop skills in the area of research, and developing curriculum and activities for children while gaining a deeper understanding of child care and development. Students will gain knowledge about careers in the field of child care and development. Students will plan and lead activities for the three- and four-year-old children in the on-site preschool. Upon completion the student will have the job-related competencies needed for employment in a child care site. Four basic questions will guide the studies in this course:

1. The student should be able to explain the roles and responsibilities of individuals engaged in early childhood education and services.
2. The student should be able to demonstrate developmentally appropriate practices as needed to train for work-based learning experiences in early childhood education.
3. The student should be able to identify effective strategies that promote children's growth and development.
4. The student should be able to follow the ethical and professional standards related to working with young children.

To help achieve these outcomes, the following topics will be examined:

- Career paths within early childhood education and services
- Developmentally Appropriate Practices-DAP
- Implementing learning activities for children
- Maintaining a safe and healthy environment for children
- Guidance techniques for positive collaborative relationships with children
- Professional practices and standards related to working with young children

The culminating activity of this class is a professional career portfolio to be used for the job application process for the senior level work-based learning.

Student Performance Outcomes

Performance Outcome 1. The student should be able to explain the roles and responsibilities of individuals engaged in early childhood education and services.

Performance Assessment: After analyzing career paths within early childhood education and services, students will create a professional portfolio that includes a resume, work-based learning activities, and classroom activities. *Transitions* lessons will be used with *What's Next Illinois* for their online portfolio storage of their resume and other chosen career portfolio samples. A project evaluation rubric will be used to grade the resume and portfolio. Students must score at least 80%.

Performance Outcome 2. The student should be able to demonstrate developmentally appropriate practices as needed to train for work-based learning experiences in early childhood education.

Performance Assessment: Students will determine a variety of assessment methods to observe and interpret children's growth and development. Each student will complete journal entries related to the units of study and participation in the on-site laboratory. Journal entries will be evaluated using an evaluation rubric with students scoring at least 80 %.

Performance Outcome 3. The student should be able to identify effective strategies that promote children's growth and development.

Performance Assessment: Students will participate in the on-site lab: planning and implementing learning activities in all curriculum areas that meet the developmental needs of the children, arranging learning centers, and establishing activities, routines, and transitions. Lab participation will be evaluated using a lab evaluation rubric with students scoring at least 80%.

Performance Outcome 4. The student should be able to follow the ethical and professional standards related to working with young children.

Performance Assessment: After studying the CDA Competencies and NAEYC standards, students will complete the *What's Next Illinois* career planning section. Work-based learning opportunities will be documented in the portfolio with portfolio entries to be complete to at least 90% of the scoring rubric.

Course Grading System

Grades are based on a point system. Students are advised regarding how many points each assignment is worth. Students are evaluated using the following criteria:

Midterm and final semester grades will be based upon a composite of several evaluations as indicated below:

- Student Performance Assessments/projects (resume, learning activities, and Career Portfolio)
- On-site lab performance
- Journal
- Storytelling plan
- Tests and quizzes
- Homework assignments (based upon completeness, quality, and timeliness)
- Bell Ringers
- Class participation (includes being prepared for class, attendance, respect for classmates, group work)

Grade Point Value

The following is a suggested Chicago Public Schools grading scale; however, each school has the option to adjust the scale.

A = 95% - 100%	D = 75% - 80%
B = 88% - 94%	F = 74% or less
C = 81% - 87%	

Every effort will be made to work with each student's IEP and resource teacher. Modifications will be made based upon student's IEP.

Attendance

Class attendance is extremely important. Good daily attendance, as well as being on time for class, will positively impact grades. The reverse will be true if a student misses class or comes late.

Students who are absent are expected to make up the work assigned during that class period or any tests that were given. It is the student's responsibility to see the teacher about make-up opportunities.

If a student cuts class or has poor attendance, parents/guardians will be contacted. If a student has an unexcused absence, make-up opportunities for the work assigned for that day will be subject to the school's attendance policy regarding cuts and make-up work.

Honesty Policy

The traits of a successful CPS Early Childhood Education student are personal integrity and academic honesty. Academic dishonesty is a serious offense, which includes but is not limited to the following:

- Cheating
- Respecting property of others (classmates, teacher, and on-site lab)

Cheating involves copying another student's written work, quiz, test, or exam, or the use of technological devices to exchange or submit information as related to course related material (class work, homework, quizzes, tests, projects, co-op work, etc.). Such practices and activities will not be tolerated and students associated with the like can have any certifications and / or licenses revoked as well as grade adjustments. Failure to comply with classroom policy and procedure will also result in disciplinary action as outlined in the Chicago Public Schools Code of Conduct.

Additional Guidelines

Students are required to:

- Have a lab journal, folder, textbook, pen, and paper in class daily
- Write responses to *What's Next Illinois* and *Transitions* program
- Create a professional portfolio to be kept for all three years of the program
- Early Work and Quality Bonus Points will be awarded for early turn in and outstanding work

Illinois Learning Standards:

- 1. B.StageJ.4** Relate reading to self, world, and other texts and experiences and make connections to related information
- 1. C.Stage.J.5** Critically evaluate information from multiple sources
- 3. C.StageJ.3** Accomplish the assumed purpose (e.g., job application, resume, petition)
- 4. B.StageJ.1** Communicate effectively the intended message
- 21. A** Develop team-building skills

National Standards for Family and Consumer Science

- Content Standard 4.1** Analyze career paths within early childhood education, and services
- Competency 4.1.1** Determine roles and functions of individuals engaged in early childhood education and services
- Competency 4.1.2** Explore opportunities for employment and entrepreneurial endeavors
- Competency 4.1.3** Examine education and training requirements and opportunities for career pathways in early childhood, education, and services

Course Calendar

Week	Topic or Competency	Items Due
1-2	Need for child care; Societal changes; Responsibilities of a teacher; Child Development Associate (CDA) Credential; Characteristics of successful teachers; <i>Transitions Lesson, Resume Writing, Get Your Foot in the Door, Part 2, CP4, 3.C.5b</i> Types of child care programs; Quality child care	<i>What's Next Illinois Survey and Resume Update;</i> Essay: A philosophy statement discussing the characteristics of a successful teacher; Workbook Activities: unit 1; Chapter tests; Unit test: Children and You
3-7	Health policies for child care centers; Daily health inspection/infection symptoms; Nutrition/Food Guide Pyramid for Young Children; Safety guidelines;	Workbook activities: safety, organizing space, health, and nutrition; Chapter tests; Unit Test: Creating a Safe and Healthy Environment
8-13	Effective guidance techniques; Guidance problems; Guidelines for setting limits; Routines; Types of transitions; Participation in preschool on-site lab; <i>Transitions lesson, There is no "I" in Team: Learning to Contribute Effectively to a Team.</i> Journal entries	Workbook activities: guidance; Observation: #1 child guidance; Principles Observation: # 2 guidance techniques; Observation: # 3 self-concept; Observation: # 4 daily schedule; Observation: #5 limits; Chapter tests; Lab Summaries Unit test: Guidance
14-15	Guidelines for observing children;	Observation: # 1 writing anecdotal

Week	Topic or Competency	Items Due
	Assessment tools; Portfolios	records; Observation: # 2 using a checklist; Observation: # 3 activity preferences during self-selected play; Observation: # 4 rating scale; Create/update portfolio; Chapter tests; Unit test: Observation and Assessment
16-19	Developmental review	Observations: children including documentation of developmental areas; Chapter test Unit exam: Understanding Children Semester exam
20-25	Define curriculum; Factors to consider in curriculum planning: themes, flowcharts, learning objectives, sample lesson plans	Lab: lesson planning Chapter test Unit test: Curriculum Planning
26-31	Planning and guiding art activities; Types of children's books; stages of play; Types of puppets; Guidelines to develop writing skills; Guiding social studies experiences; Planning science experiences; Guiding field trip experiences; Guiding music and movement experiences	Lesson plans for portfolio; Chapter tests Unit test: Providing Learning Experiences for Children
32-39	Child care careers; <i>The First Stage of Success is Just Showing Up!</i> <i>Proper Workplace Attendance, S6</i> Planning the end of the year children's program	Complete portfolio project; Self-evaluations; Chapter tests; Unit test: Careers in Child Care