

Course Syllabus

Course Title: Early Childhood Education 2
Course Number: 83620
Program Name: Early Childhood Education

Pre-requisites: Early Childhood Education 1

Required Materials:

Textbook: Gordon, Ann and Browne, Kathryn. *Beginnings and Beyond: Foundations in Early Childhood Education 7th Edition*. N.p.: Delmar Learning, 2008.

Additional items: Lab journal, binder, spiral notebook, folder.

Instructor Information: Mrs. Mary Fitzgibbon Email: mvfitzgibbon@cps.edu
School: Curie Metro H.S. Room: 159 Phone: 773-535-2157

Course Description:

This is the third course in a three-year sequence of early childhood education classes. The students will develop skills in the area of research and developing curriculum and activities for children while gaining a deeper understanding of childcare and development. Students will gain knowledge about the careers in the field of childcare and development. Students will develop professional skills. Students will plan and lead activities for the three- and four-year-old children in the on-site preschool. Students will understand and apply the Early Learning Standards for Language Arts in practicum/lab experiences. Students will complete a minimum of 15 (clock) clinical hours working with children. Upon completion the student has the job-related competencies needed for employment in a childcare site or continuing in post-secondary education in a child-related field.

Five student performance outcomes will guide studies in this course:

1. The student should be able to describe skills/competencies needed by the early childhood education provider.
2. The student should be able to analyze the needs of the young child.
3. The student should be able to demonstrate developmentally appropriate practices.
4. The student should be able to perform the roles and functions of individuals engaged in early childhood education and services.
5. The student should be able to follow the ethical and professional practices related to working with young children.

To help achieve these student performance outcomes, the following topics will be covered:

- Child care professional-role in child care/portfolio development
- Child care programs
- Operating a child care program; core programs in early childhood education
- Licensing requirements

- Basic principles of development; differences among children; children with special needs
- Developmental and learning theory; great theorists; importance of play; brain-based research
- Teacher's role-developing professional skills; learning through observation; guiding children; teacher-family partnerships; creating learning environments
- Curriculum planning-curriculum basics; planning for physical development; planning for cognitive development; planning for language development; planning for social and emotional development
- Issues and trends in early childhood education; finding employment in child care; NAEYC code of ethical conduct

The culminating activity of this class will be a creation of a professional portfolio that can be used for future job placement and documentation of work completed.

Student Performance Assessment

Performance Outcome 1. The student should be able to describe skills/competencies needed by the early childhood education provider.

Performance Assessment: After studying the history of early childhood education, its programs, and great theorists, each student will write an essay about the qualities of an early childhood education provider. The essay will be assessed using a rubric and will become part of the final portfolio. The essay will contain a self-assessment of skills and a self-evaluation of mastery of current skills. Students will score at least 80% on the scoring rubric.

Performance Outcome 2. The student should be able to analyze the needs of the young child.

Performance Assessment: After studying the developmental norms of each stage of development, students will complete journal entries analyzing developmental skills of the child. Each student will document observations, and respond to video viewpoint assignments in their journals. An evaluation rubric for the journal will be completed quarterly and students will score at least 80%.

Performance Outcome 3. The student should be able to demonstrate developmentally appropriate practices.

Performance Assessment: After examining the teacher's role, each student will research the career of teaching and write an investigative report. Evaluation will be done with a rating rubric where students will score at least 80%.

Performance Outcome 4. The student should be able to perform the roles and functions of individuals engaged in early childhood education and services.

Performance Assessment: After participating in the lab and with outside work-based learning activities, students will design learning activities for specific areas of development (language, cognitive skills, etc). Learning activities will be formatted in a lesson plan format with evaluation done using a rubric for written and oral presentation. Students will score at least 80% on the scoring rubric.

Performance Outcome 5. The students should be able to follow the ethical and professional practices related to working with young children.

Performance Assessment: Students will complete a plan for setting up an early childhood classroom or opening a day care center following the guidelines of NAEYC and the Early Learning Standards. Evaluation will be done with a rubric and students will score at least 80%.

Performance Outcome 6. The students should be able to create a professional career portfolio.

Performance Assessment: Students will complete a professional career portfolio containing samples of

their work, including resume, personal essay, lesson plans, lab summaries, and a description of work-based learning experiences, such as job shadows, internships, and clinical hours. Students will use *What's Next Illinois* to complete their resume and other portfolio items. Evaluation will be done with a rubric and students will score at least 80%.

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. Rubrics will be used to evaluate lab and projects.

- Student Performance Assessments
- Class/assignments/workbook
- Class participation/lab attendance/behavior
- Homework
- Quizzes/tests
- Final exams
- Individual/group projects
- Clinical hours/Portfolio

Grade Point Values

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.

Additional Guidelines:

Attitude and respect are important for success throughout life. Mutual respect must be present between the teacher, students, and classmates. All policies in the handbook will be enforced. Positive work ethic is important as part of the Early Childhood Education program. Students will have contact with professionals in the field, coworkers, and little children and their parents in class and in work-based learning sites. The NAEYC Code of Conduct will be reviewed. Grades are reduced for late assignments.

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 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 shop/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.

ILLINOIS GOALS AND STANDARDS:

Emphasis will be placed on reading and writing skills across the curriculum.

- | | |
|-----------------------|------------------------------------------------------------------------------------------------------------|
| 1. B.Stage J.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, and 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
1-3	The child care professional; Role in child care/portfolio; History of early childhood education; Philosophy of teaching; <i>View Video View Point 1-2-NAEYC Position Statements</i> <i>Transitions Soft Skills Lesson: Apply Yourself and Get the Job, CP10</i>	Journal #1:History of a child care setting; Journal#2: Write your own pedagogic creed; Video Viewpoint Assignments:1-2 Cornell Notes; Concept cards; Quiz: Online Companion http://www.EarlyChildEd.delmar.com ; Unit exam; <i>Whats Next Illinois Career Planning</i> ;

Week	Topic or Competency	Items Due
	<i>Transitions Soft Skills Lesson: Time is a Tyrant: Managing it is a Key to Success!(Part1)</i>	<i>Transitions Soft Skills Activities</i>
4-9	Types of child care programs; Operating a child care program; Core programs in early childhood education; Licensing requirements <i>Transitions Soft Skills Lesson: Why Should I Hire You?, CP6</i> <i>Transitions Soft Skills Lesson: There's No "I" in Team: Learning to Contribute Effectively to a team (Part 2)</i>	Chart: core programs of early childhood education, nursery schools, full-day care programs (child care centers, family child care, employer-sponsored child care, nannies), extended services (Head Start, Teen Parent), homeschooling, infant/toddlers programs, kindergarten, primary grades; <i>Video View Point Assignments:2-1, 2-2, and 2-3;</i> Journal #1: Describe a program; Journal #2: Licensing requirements; Journal #3: Evaluating programs; <i>Transitions Soft Skills Activities</i> Chapter test; Study guide: chapters 1&2 ; Unit exam
10-14	Child growth and development; Basic principles of development; Differences among children; Children with special needs; Video, <i>Welcoming All Children.</i> <i>Transitions Soft Skills Lesson: Juggling Plates and Spinning Bananas: the Importance of Learning Multitasking!</i>	Journal #1: Each child is unique; Journal #2: Using word pictures; Chapter test; Report on a Video <i>Transitions Soft Skills Activities</i> Unit exam
15-20	Developmental and Learning theory; Great Theorists; Importance of play; Brain-based research	Journal #1: Connection between psychology and ECE; Journal #2: Maslow's Hierarchy of Needs; Journal #3: Attachment; Journal #4: Play; Journal #5: <i>What Do You think? Behaviorism;</i> <i>Video View Point :4-1 (Disc #2 on School Age Videos, and SA-Cognitive Development) ;</i> <i>Video View Point: 4-2- (Disc #1 for Infant/Toddlers Videos and Family, Interactions, School and Community);</i> Web Activity: Chapter 4 Diversity; http://www.EarlyChildEd.delmar.com ; Test: chapter 4; Unit exam; Semester exam
21-25	The Teacher's role; Developing professional skills; Learning through observation; Guiding children; Teacher-family partnerships;	Journal #1: Teachers; Journal #2: Code of ethics; Journal #3: Running Record Form; Journal #4: Written picture/narrative; Journal #5: Time sample;

Week	Topic or Competency	Items Due
	Creating learning environments	Journal #6: Guidance; Journal #7: Temperaments; Journal #8: To spank or not to spank; Journal #9: Guidance techniques; Journal #10: Parent involvement; Journal #11: The environment; Web Activity: Chapters 5, 6, & 7 http://www.EarlyChildEd.delmar.com ; Chart : Observation types; <i>Transition Soft Skills Activity</i> ; Chapter test; Unit exam
26-33	Curriculum planning; Curriculum basics; Planning for physical development; Planning for cognitive development; Planning for language development; Planning for social and emotional development	Journal #1: Play; Journal #2: Physical motor skills; Journal #3: Cognitive skills; Journal #4: Language; Journal #5: Emotions; Journal Entry # 6 Social skills <i>Video View Point 10-2 on CD #1.</i> <i>Video View Point 12-1 on CD #2</i> Oral presentation: curriculum model ; Chapter test; Unit exam
34-39	Looking Ahead-Issues and Trends in early childhood education; Portfolio Project NAEYC code of ethical conduct	Portfolio project; Report: Investigation of a career; Optional Project: Planning a child care business; Documentation of work experience; Completion of at least 15 clinical hours; Chapter test; Unit exam; Semester exam