

Course Syllabus

Course Title: Introduction to Early Childhood Education
Course Number: 81510
Program Name: Early Childhood Education

Pre-requisites: There are no pre-requisites for this course. However, students' Career Interest Surveys should indicate an interest in pursuing a career in the field of Early Childhood Education/Child Care Services.

Required Materials

Textbook and workbook: Decker, Celia Anita. *Children: The Early Years*. N.p: Goodheart-Willcox, 2006.

Additional items: Lab journal; binder; spiral notebook; folder

Instructor Information

Mrs. Mary V. Fitzgibbon Email: mvfitzgibbon@cps.edu

Office Phone: (773)535-2157 School: Curie Metro H.S. Classroom/Office: Room 159

Course Description:

This is the first course in a three-year sequence of early childhood education classes. It includes the fundamentals of the physical, cognitive, social, emotional, and moral development of children from conception through six years of age. It will also help students gain experience and skills for careers in early childhood education and services. Three student performance outcomes will guide the studies in this course:

1. The student should be able to identify the principles of human growth and development.
2. The student should be able to research the conditions and strategies that influence human growth and development.
3. The student should be able to examine the roles and functions of individuals engaged in early childhood education and child care services.

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

- The major principles and theories of growth and development
- The stages of human development
- The great theorists
- How to care for and guide children's behavior
- Career and college pathways and preparation

The culminating activity of this class is the creation of a professional career portfolio to be kept for all three years of the program.

Student Performance Assessments

Performance Outcome 1. The student should be able to identify the principles of human growth and development.

Performance Assessment: After studying all areas of development and the principles of human growth and development, students will create a timeline of their development that includes and evaluates all the areas and stages of human growth and development. Students will receive at least a passing score on the project evaluation rubric with a 70% needed to achieve competency.

Performance Outcome 2. The student should be able to research the conditions and strategies that influence human growth and development.

Performance Assessment: After researching the effects of a certain problem, such as poor nutrition or lack of affection, on all areas of development, students will design and present an informational brochure on a child related topic. Students will receive at least a passing score on the project evaluation rubric with a 70% needed to achieve competency.

Performance Outcome 3. The student should be able to examine the roles and functions of individuals engaged in early childhood education and child care services.

Performance Outcome: Each student will create a career portfolio that includes an interview of a child care professional, a personal resume, a timeline, an informational brochure, and responses to *What's Next Illinois* and *Transitions* activities, and other student-centered service and work-based learning activities. Students will receive at least a passing score on the project evaluation rubric with a 70% needed to achieve competency.

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:

- Student Performance Assessments/Projects (Brochure, Timeline, and Career Portfolio)
- 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 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.

Additional Guidelines

Students are expected to:

- Keep a notebook/folder
- Write and highlight responses to section questions from textbook and workbook activities
- Complete vocabulary strategies—such as: word sorts, concept circles, charts, and graphic organizers as pre-reading and post-reading strategies
- Write responses to What's Next Illinois program
- Design an informational brochure on some aspect of child care
- Write a response to a prompt as an Admit Slip (Early Work Question/Bell Ringers) or an Exit Slip
- 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. A. StageI.2 | Use idioms, analogies, metaphors, and similes to extend vocabulary development |
| 1. B. StageI.1 | Use previewing and predicting before reading, and questioning during reading |
| 1. C. StageI.1 | Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed |
| 1. C. StageI.8 | Explain and justify an interpretation of the text using relevant, accurate references |
| 1. C. StageI.6 | Summarize and make generalizations from content and relate them to the purpose of the material |

- 1. C. StageI.10 Interpret tables, graphs, diagrams, and maps in conjunction with related text by drawing conclusions to support text
- 3. B. StageI.1 Use writing process of prewriting, drafting, revision, editing, and publication to produce work
- 3. C. StageI.7 Develop a cover letter and resume for a particular job title
- 3. C. StageI.9 Use available technology to draft, design, produce, revise, and present compositions and multimedia works for specified audiences
- 4. A. StageI.1 Demonstrate understanding of material, concepts, and ideas in formal/informal presentation.
- 4. B. StageI.1 Communicate effectively the intended message
- 5. C. StageI.2 Use multiple, reliable sources to develop and support major ideas
- 5. C. StageI.4 Design and present, as an individual or group, a written, oral, video, or multimedia project

National Standards for Family and Consumer Science:

- Content Standard 12.1** Analyze principles of human growth and development across the life span
- Competency 12.1.1** Examine physical, emotional, social, and intellectual development
- Competency 12.1.2** Examine the interrelationships among physical, social, and intellectual aspects of human growth and development
- Content Standard 12.2** Analyze conditions that influence human growth and development
- 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

Course Calendar:

Week	Topic or Competency	Items Due
Weeks 1-5	Unit One: Learning About Children/Families Scientific study of children; Child development; Individual life cycle; Principles of development; Havighurst’s Theory of Development Tasks; Areas of development; Parent/teacher responsibilities for meeting the needs: physical, intellectual, social, trust, love and guidance factors that influence development and growth; Definition of growth and development; Brain development; Family types Career Preparation <i>Transitions Soft Skills Lesson: Know Thyself: Interest Values and Skills Inventories, S2</i>	Chart: Individual life cycle; Reflection: Heredity or Environment; Label diagram of a brain; Chapter test; Unit test: Learning About Children/Families; <i>What’s Next Illinois Career Exploration</i> <i>Transitions Soft Skills Activities</i>

Week	Topic or Competency	Items Due
Weeks 6-11	<p>Unit Two: Prenatal Development and the Newborn Video: Miracle of Life; Video: Live Births; Video: The Newborn; Stages of Prenatal Development; Video: Signs of pregnancy, prenatal care; Speaker: March of Dimes on prenatal health and birth defects; Video: Methods of Delivery and Choices for Delivery; Medical care and testing of newborns; Physical traits of newborns; Reflexes of the Newborn; Physical needs/intellectual needs/social-emotional needs of newborns <i>Transitions Soft Skills Lesson: R-E-S-P-E-C-T: Cultural Sensitivity Cultural Awareness: Knowing Not to Cross the Line</i></p>	Worksheets: Biology of Heredity, Inheriting Unique Traits, Multiple Births, Development in the Unborn, Choices for Delivery, Stages of Labor, Reflexes of the Newborn; Cornell Notes: chapter 5 Concept Cards: chapter 5 Graphic Organizer: The Newborn; Chapter tests; Unit test: Prenatal Development and the Newborn Transitions Soft Skills Activities
Weeks 12-19	<p>Unit Three: Infants Five areas of development (physical, intellectual, social, emotional, moral); Physical development of the infant; Skeletal growth; Motor development of the infant; Determine the average height and weight in the class to interpret the term standard range in relation to a child's height at a particular age; Piaget's Stages of Cognitive Development; What infants learn: concept formation, language development; Social emotional development of the infant ; Erikson's Stages of Personality Development; Maslow's Basic Needs</p>	Graph: Average length and weight during the first year; Vocabulary: overview sheet; Test: chapter 7; Homework: chapter 8 Reviewing Key Concepts found at the end of chapter; Test: chapter 8; Test: chapter 9; Internet research: infant care; Flyer or brochure: on infant care; Test; chapter 10; Unit test: Infants; Semester one exam

Week	Topic or Competency	Items Due
Weeks 20-24	<p>Unit Four: Toddlers Physical development of the toddler; Body growth and development of toddlers; Motor development; Intellectual development of the toddler; Language abilities of the toddler; Common vocabulary problems; Review activity: physical development of the toddler (use large post-its and group topics. Each group will record information and present to the whole class); Intellectual development of the toddler; Social-Emotional development of the toddler; Erikson’s Stages of Personality Development; Common emotions: fear, affection, anxiety, anger; Separation anxiety; temper tantrums; Chapter 13 review</p>	<p>Vocabulary: overview sheet, word sort, or graphic organizer; Homework: chapter 11 Reviewing Key Concepts; Test: Chapter 11; Chart: Piaget’s Stages of Intellectual Development; Test Chapter 12 ; Test Chapter 13 ; Model: USDA Food Guide Pyramid with the food groups labeled; Test: chapter 14; Unit test : Toddlers</p>
Weeks 25-32	<p>Unit 5: Preschoolers Physical development of the preschooler; Sequence development of fine motor skills; Intellectual development of the preschooler; What preschool children learn; Social-emotional development of the preschooler; Erikson’s Stages of Personality Development; Nutritious snacks for children ; Creating a learning activity; Preschoolers and language development</p>	<p>Graph: average heights and weights of preschoolers; Test: chapter 15; Test :chapter 16; Test: chapter 17; Learning activity: Special Foods Are Fun; Unit test: Preschoolers</p>
Weeks 33-34	<p>Unit 6- School Age Children School age children; Providing for the physical needs; Providing for the intellectual needs; Providing for the social-emotional needs</p>	<p>Worksheet: A School-Age Child’s Bedroom; Cornell Notes: chapter 19 topics, How School Age Children Think, What They Learn, Language, Guiding Intellectual Development; Test: chapter19</p>

Week	Topic or Competency	Items Due
Week 35-37	Unit 7: Special Concerns of Children and Families Concerns of children and families; Sibling rivalry and birth order; Parental employment; Child neglect and abuse; The myths and realities of sexual abuse; Statistics and what the state defines as child neglect and abuse; Speaker: Dept. of Human Services or the school social worker might be brought in to discuss this topic with the class; Protecting children’s health and safety; Children with special needs	Worksheets: The Roles of Siblings ,A More In-Depth View ; Research: one type of giftedness and one type of disability; Poster: selected type of child neglect and abuse; Test: chapter 24 Test: chapter 21; Test: chapter 23 ; Unit test: Special Concerns of Children & Families
Weeks 38-40	Unit 8: Guiding Children Developmentally appropriate practices (DAP) ; Developmentally inappropriate practices (DIP); Career decisions <i>Transitions Soft Skills Lesson: What Do You Want to Be When You Grow Up? Mapping Long-Term Perspectives, S3</i> <i>Transitions Soft Skills Lesson: Resume Writing: Get Your Foot in the Door (Part 1) CP3</i>	Test: chapter 22 ; Portfolio: Use <i>What’s Next Illinois</i> , to create a career portfolio with a resume and research on careers and colleges; <i>Transitions Soft Skills Activities</i> Resume: create a basic resume and save it online; Semester two exam