

Standard Statement

This course will utilize standards that analyze the factors that will impact a child's growth and development. Additionally students will gain the knowledge and skills required for successful entry into careers in the early childhood education field as well as have a foundation for further study in the field.

Course Description

This third level course will prepare students to plan, design, and work in programs that meet children's developmental needs and interests while providing a safe and healthy environment.

Course Goals

The goal of this course is to prepare students for work and further study in the field of early childhood education. Students will understand the varied needs of children and the importance of these early years. Curriculum development as well as positive guidance techniques and family interactions will be interwoven with rigorous academic standards. Students will be expected to model professional behavior.

Resources

Textbook: Decker, Celia Anita, *Children The Early Years*, The Goodheart Willcox Co., Inc. Tinley Park, Illinois, 1995.

Textbook: Stephens, Karen, *The Child Care Professional*, Glencoe/McGraw-Hill, 3008 W. Willow Knolls Drive, Peoria, IL 61614-1083, 1996.

VHS materials that are routinely used:

"Appropriate Guidance", National Association for the Education of Young Children, 1509 16th Street, N. W., Washington, DC 20036 -1426, No Year.

"Art and Music for Preschoolers", Meridian, 236 East Front Street, Bloomington, IL 61791, No Year.

"Block Play: Constructing Realities", National Association for the Education of Young Children, 1509 16th Street, N. W., Washington, DC 20036 -1426, No Year.

"Career Encounters: Early Childhood Education", National Association for the Education of Young Children, 1509 16th Street, N. W., Washington, DC 20036 -1426, No Year.

"Child Care Worker: A Recipe for Success", CEV Multimedia, 1020 S. E. Loop 289, Lubbock, TX 79404, No Year.

"Child Care Worker, Schedules and Routines: Why Bother", CEV Multimedia, 1020 S. E. Loop 289, Lubbock, TX 79404, No Year.

"Planning Activities for Children", Meridian, 236 East Front Street, Bloomington, IL 61791, No Year.

"Math and Science for Preschoolers", Meridian Education Corporation, 236 East Front Street, Bloomington, IL 61791, No Year.

"Observing Children #7702", Meridian Education Corporation, 236 East Front Street, Bloomington, IL 61791, No Year.

"Room Arrangement As a Teaching Strategy", P. O. box 42243, Washington, DC, 20015, 1991.

"Tip Top Tots: The Nutrition Pyramid for Preschoolers, Glencoe/McGraw-Hill, P. O. Box, Blacklick, Ohio, 43004-0544, 1994.

Three site visits: Warner Elementary School, or DelTech, Wilmington, or a licensed day care facility.

Advisory Members

Krzanowski, Kimberly and Sheppard, Barbara, Delaware Technical and Community College, Red Clay School District, Career and Technical Education Teachers, Advisory Committee, February 2, 2009, Delaware National Country Club, 400 Hercules Road, Wilmington, DE 19808

Various Handouts or printed materials that have been available from Delaware Family Services, this varies from year to year. Also, other printed handouts as they are available are utilized.

Technology Utilization

The Library to enable students to utilize computers to research materials for lesson planning activities; the following website is routinely used:

www.khake.com

TV – VHS/DVD for viewing videos.

A Traditional Overhead Projector and a pull down screen are utilized as needed.

Grading Procedures

- Grades are broken down into 5 areas:** 4 per marking period plus mid-term and final grades.
1. Attendance/Participation: Students receive 1 point for being in class and 5 points a day for participating. (*Non-participation includes sleeping in class, talking during instruction, talking excessively off topic during group work, texting, talking or daydreaming during individual work.*) **Participation includes answering questions when asked during instruction, doing the group “job” assigned during group work, doing individual work at the time it is assigned during class and not saying “I’ll do it for homework” when there is class time given to work.**
 2. Classwork/Homework: Students receive points equal to the number of questions assigned in the classwork/homework. Examples include 5 book questions = 5 points, a worksheet with 10 questions is 10 points.....The answers must be in complete sentences unless otherwise directed by the teacher or if it is a fill in the blank assignment. The answers must be correct and use proper grammar to get full points. One point is automatically taken off for incomplete sentences. Errors in grammar will be partial points and incorrect answers are wrong.
 3. Projects and Papers: Rubrics will be included with any projects or papers assigned. There will be one paper per semester and several small individual and medium group projects throughout the year.
 4. Tests & Quizzes: There will be vocabulary quizzes and one test per chapter. The teacher reserves the right to give pop quizzes to ensure reading has been done though these will be of lesser points than regular quizzes or tests. All point values for quizzes and tests will equal the number of questions.
 5. Mid-Terms and Finals will be portfolio checks. This is a Portfolio course and the Portfolios count for 100 points each time they are graded. Portfolios will be organized and checked 1st and 3rd marking periods for 50 points, Mid-Term and Final for 2nd and 4th marking periods they will be graded.

Re-do opportunities

For numbers 2, 3, & 4 students may make corrections for extra points on anything graded. All tests and quizzes (except for Mid-Terms and Finals) may be re-taken after school by appointment with the teacher for full credit.

End of Course Assessment Method(s)

The method of assessment for this course will be the portfolio as the final exam.