



Emily R. Dion

Early Childhood Education/ Pre-Teacher Education

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SYLLABUS

Early Childhood Education II INSTRUCTIONAL GOALS

Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses.

Mastery of standards through project based learning, laboratory application, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice when continuing their education and training

At the end of this course, you will:

ET-ECEII-1 Demonstrate employability skills required by business and industry

ET-ECEII-2 Describe the evolution of the roles and expectations of American early childhood educators and the children they teach.

ET-ECEII-3 Analyze techniques for observing intellectual, physical, and behavioral development of children.

ET-ECEII-4 Recognize, identify, and explore accommodations for children with exceptional needs.

ET-ECEII-5 Identify nutrition and food-safety principles for optimal child wellness.

ET-ECEII-6 Provide a safe environment for children

ET-ECEII-7 Provide a healthy environment by applying procedures to reduce the infectious process for children in classrooms.

ET-ECEII-8 Identify the component elements of the communicable illness process.

ET-ECEII-9 Identify types and characteristics of child abuse and neglect.

ET-ECEII-10 Research and obtain industry required safety certifications.

ET-ECEII-11 Analyze licensing and accreditation standards in Georgia and the United States.

NEEDS AND RESOURCES

Required Materials

To successfully complete this pathway, you will need

- Google Docs account (provided through SCCPSS)
- Pencils, black and blue pens.
- Notebook paper.
- A pack of 12 tab dividers.
- 3” binder
- Highlighter (any color)

Teaching and Learning Methods

Lecture and Discussion

Audiovisuals

Class Handouts

Student Presentations

Assigned Readings

Role Playing

Guest Lectures

Hands-on projects

Course Requirements

All written projects and research papers will be assigned using Edmodo. All students will be required to set up an account to access the class. Parents may request a parent account as well. Students are encouraged to use Google Docs for assignments. Google Docs may be accessed from any computer using an internet connection and is not subject to being lost or corrupted as a jump drive is.

All written assignments are considered academic and require that all paraphrases or quotes be cited. Spelling and grammar must be correct.

EXAMS: Each student will be evaluated through a midterm and a final exam. Each quiz and exam covers information from the textbook, course lectures, journal articles, discussions and films. Any information gathered from these exercises may be used on exams also. The instructor will review with students which chapters will appear on each exam. The exams may include, but are not limited to, true/false, multiple choice, short answer, matching, fill-in-the-blanks, crossword puzzles, word finds, etc.

PORTFOLIO: During the pathway, each student is required to create a portfolio of exhibits, work samples and reflections indicative of the individual’s skills, competence, creativity, and progress as a professional educator. Students will complete this portfolio in ECE Practicum.

JOURNAL ENTRIES: Students will be assigned journal entries throughout the school year. These must be typed and included in the portfolio.

PERSONAL EVALUATION & AUTOBIOGRAPHY: The student will complete an assessment of personal characteristics and write a summary of personal strengths and weaknesses in relation to the early childhood teaching profession. The student will write an autobiography detailing personal background and circumstances leading to present career choice and future goals.

CAREER EXPERIENCE: Each student will explore one career in a field related to Early Childhood Care and Education. The student will either choose from a list of careers interviewee proposals to the instructor for approval. Next, the student should research the education, training, certification, association membership, and/or continuing education classes that are either required or suggested to prepare for this career field. This should all be written into a three page typed report, documenting the interviewee's perspective on his/her career, the student's observation of him/her at work, and the preparation required of someone in that particular career.

ARTICLE REVIEWS & DISCUSSION: Students will be assigned articles related to the subject of Early Childhood Education. Each student will be assigned a date in which they will lead the discussion of the article and will be responsible for constructing discussion questions related to the article.

BUSINESS PROJECT: A comprehensive creation of a child development center.

LAB EXPERIENCE: As is permitted by the Pre-K schedule, students will be assigned to assist in the Pre-K lab for a 90 minute period each week. Students will have a particular assignment to complete during each lab assignment. Students out of uniform will not be allowed to participate in the lab experience and will be sent to the office to change.

PRE-K LESSON AND LESSON PLAN: In groups, students will be responsible for planning, preparing and executing activities with the Pre-K class.

PROFESSIONALISM: The student is responsible for class attendance, punctuality, class assignments, class participation, attending in full uniform, etc. All students in Education Pathway classes are expected to join FCCLA professional student organization.

Basis for Final Grade:

A number grade will be assigned according to the Savannah Chatham Public School System's grading scale.

Grading Policy: This is the SCCPSS grading policy:

Class work/Homework 40%

Assessments 60%

Work Ethics Assessment:

At Woodville Technical and Career Institute, we believe it is extremely important to identify, evaluate and encourage good work habits as an integral part of the instructional program. To do this, we have developed a system for presentation and evaluation "work ethics". Each student will receive a work ethics assessment. The work ethics grade is determined according to a standard issued by WTTCI. This

criterion includes attendance, attitude, appropriate dress, cooperation, and participation and work habits.

Plagiarism

Using someone else’s ideas, terminology, phrasing and/or wording and then represents those ideas, terminology, phrasing, and/or wording as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. This includes statistics, lab results, art work, etc. document where to find an idea in the text when you see a quote. Quotations that constitute fewer than five lines in your paper should be set off with “quotation marks” and be incorporated within the normal flow of your text. For material exceeding that length, omit the quotation and indent the quoted language one inch from your left-hand margin. Quotes within a quote should be set off with ‘single quote marks’. Place periods and commas inside the quotation marks regardless of logic. Other punctuation marks – question marks, exclamation marks, semicolon, and colons – go where logic will dictate.

Please read the syllabus with your student and return this form.

I have read the syllabus and understand the requirements and expectations explained in this document.

If you have any questions, please call me at 395-6750 or email me at Emily.richardson-dion@sccpss.com.

Thanks,
Emily R. Dion, M.Ed.

Student
Signature: _____ Date: _____

Parent
Signature: _____ Date: _____