

STATEWIDE COURSE SYLLABUS
Early Childhood Education 2

Instructor:

Teacher's Name:

Teacher Room Number:

Phone :

Fax:

Email:

Webpage:

Hours Available:

Career Cluster: Education and Training

CIP Code: 131210

Course Number and Title: 5701 Early Childhood Education 2

Course Description: Early Childhood Education 2 is an advanced course focusing on the competencies needed to plan, guide, and care for young children in a safe, healthy, and developmentally appropriate environment. Students can acquire certification in pediatric safety, CPR, and first aid. Students interact with professionals in the field and participate in various school-to-work activities. Student laboratory/field experiences may be school based or in the community and include job shadowing and internships. This course may be taken for dual credit or may be articulated to local technical colleges (ECD 135: Health, Safety, and Nutrition; ECD 132 Creative Experiences for Young Children, ECD 243 Field Placement; ECD 101: Introduction to Early Childhood Development). Students who successfully complete ECD 101 will be eligible for the South Carolina Childcare Credential (T.E.A.C.H.). Integration of the Family and Consumer Sciences student organization, Family, Career, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Grade Level:

Carnegie Units:

(Regulation 43-232: High School Credit - A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

Required Prerequisite: Early Childhood Education 1

National Assessment/Credential:

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South Carolina State Standards and Indicators

Unit 1: Topic: B. CAREER PATHS AND EMPLOYMENT

Amount of Time:

State Standard:

B1. Implement professional practices and standards.

Indicators:

1. Explain and demonstrate the personal and professional qualities of successful early childhood professionals.
2. Analyze careers based on educational requirements, benefits, salaries, and working conditions.
3. Identify effects of dual earner, dual career parents and families.
4. Research the effect of early childhood education on children.
5. Demonstrate job seeking skills.
6. Create a career portfolio.
7. Identify benefits of professional organizations.

Unit 2: Topic: C. DEVELOPMENTALLY APPROPRIATE PRACTICES

Amount of Time:

State Standard:

C1. Summarize child development theories and implications.

Indicators:

1. Identify the various classifications and characteristics of exceptionalities.
2. Explain learning styles and multiple intelligences.
3. Implement various assessment tools and methods.
4. Analyze the effects of cultural and community environments.

Unit 3: D. CURRICULUM

Amount of Time:

State Standard:

D1. Evaluate a variety of curriculum and instructional models.

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Indicators:

1. Analyze a variety of curriculum and instructional models.
2. Demonstrate a variety of teaching methods.
3. Describe and design learning centers for indoor and outdoor learning environments.

Unit 4:Topic: SAFE AND HEALTHY LEARNING ENVIRONMENT

Amount of Time:

State Standard:

E1. Implement strategies to teach children healthy, safe, and sanitary habits.

Indicators:

1. Develop lessons to teach health, safety, and sanitation practices.
2. Determine guidelines to assist children with personal hygiene.
3. Demonstrate personal safety and sanitation procedures.
4. Identify immunization and medical checkup/testing requirements for children and teachers.
5. Demonstrate skills that lead to CPR and first aid certifications.
6. Identify characteristics of physically and emotionally healthy children.
7. Explain the procedures to follow for emergency situations and security threats.
8. Discuss procedures for reporting and documenting abuse and neglect.

Unit 5:Topic: COLLABORATIVE RELATIONSHIPS

Amount of Time:

State Standard:

F1. Implement techniques for positive collaborative relationships with children and their families.

Indicators:

1. Demonstrate techniques to develop and maintain positive collaborative relationships with children, families, community members, and businesses.
2. Describe methods of resolving conflict.

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Course Outline

	Unit/Lesson	Textbook Chapter		Unit/Lesson	Textbook Chapter
Week 1			Week 10		
Week 2			Week 11		
Week 3			Week 12		
Week 4			Week 13		
Week 5			Week 14		
Week 6			Week 15		
Week 7			Week 16		
Week 8			Week 17		
Week 9			Week 18		

Academic Alignments:

Course content is aligned with the following academic subject areas:

English Language Arts	Health and Safety Education	Technology
Physical Science	Elementary Algebra	Physics
Economics	Geometry	Biology
Chemistry	Intermediate Algebra	Data Analysis
United States History and Constitution	Precalculus	United States Government

Textbook(s):

Evaluation and Grading:

1. Grading System:

2. Grading Scale:

A = 100 - 93
B = 92 - 85
C = 84 - 77
D = 76 - 70
F = 69 - below

Make-up Policy and Extra Help:

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Supplies Needed:

Classroom Expectations:

Classroom Procedures:

Student Organization: Involvement in student organizations has resulted in the strongest gains in cognitive skills, interpersonal skills, and self-confidence.

Collaborative Partnerships:

Advisory Council: The advisory council meets two times per year, once during the fall semester and once during the spring semester. All parents are invited to join our advisory council. Please contact me if you are interested.

Business/Community Connections: Businesses and community representatives are invited to serve on our advisory council. We encourage our local businesses and community representatives to provide speakers, field trip opportunities, donations, and other resources to support students in the school to work transition.

Dual Credit/Articulation Opportunities (Transition Strategies for Middle School):

Service Learning Projects:

Extended Learning Opportunities:

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21st Century Skills

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

The elements listed below are 21st Century Student Outcomes representing skills, knowledge and expertise students should master to succeed in work and life in the 21st century. These elements are incorporated throughout the course content.

Core Subjects and 21st Century Themes • English, Reading or Language Arts • World Languages • Arts • Mathematics • Economics • Science • Geography • History • Government and Civics	Learning and Innovation Skills • Creativity and Innovation Think Creatively Work Creatively with Others Implement Innovations • Critical Thinking and Problem Solving Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems • Communication and Collaboration Communicate Clearly Collaborate with Others
Information, Media and Technology Skills • Information Literacy Access and Evaluate Information Use and Manage Information • Media Literacy Analyze Media Create Media Products • ICT Literacy Apply Technology Effectively	Life and Career Skills • Flexibility and Adaptability Adapt to Change Be Flexible • Initiative and Self-Direction Manage Goals and Time Work Independently Be Self-directed Learners • Social and Cross-Cultural Skills Interact Effectively with Others Work Effectively in Diverse Teams • Productivity and Accountability Manage Projects Produce Results • Leadership and Responsibility Guide and Lead Others Be Responsible to Others

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RETURN THIS SIGNED SHEET TO _____ BY _____
_____.

CHECKLIST

Please check each item you have read and understand:

Syllabus Categories	Parent	Student
Course Description		
Unit Topics/Course Standards/Indicators		
National Assessments		
Course Outline		
Academic Alignments		
Textbook		
Evaluation and Grading		
Make-up Policy and Extra Help		
Supplies Needed		
Classroom Expectations		
Classroom Procedures		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21 st Century Skills		

Circle the appropriate response below:

I would like to provide support for the class.

_____ Yes _____ No

I would like to be a member of the advisory council.

_____ Yes _____ No

If yes, provide an e-mail address and telephone number:

Please refer to the contact information on the first page if you have suggestions. Your signature below verifies that you have read, understand, and agree with the contents of this syllabus.

Student Signature: _____ Date: _____

Student Printed Name: _____

Parent/Guardian Signature: _____ Date: _____

Parent Printed Name: _____