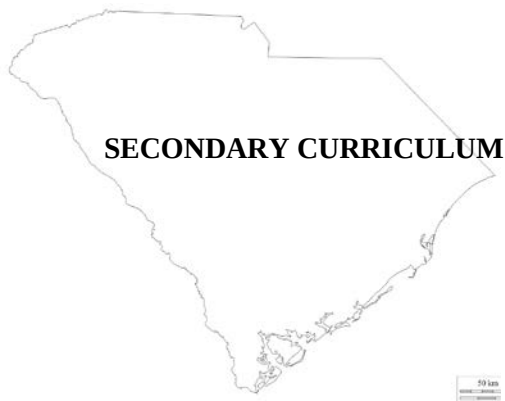


STATEWIDE COURSE SYLLABUS
Introduction to Early Childhood Education

Course Code - 5702



STATEWIDE COURSE SYLLABUS
Introduction to Early Childhood Education

Course Code - 5702

Instructor:

Teacher's Name:

Teacher Room Number:

Phone :

Fax:

Email:

Webpage:

Hours Available:

Career Cluster: Education and Training

CIP Code: 13101

Course Number and Title: Introduction to Early Childhood Education

Course Description: This course is designed as an introduction of skills required for a career in the care, education and administration of programs for young children. Students will develop skills in areas including career paths, developmentally appropriate practices, safe and healthy learning environments, and collaborative relationships. Academics and employability skills are integrated throughout the course. Units from this course could be applied to education and training, health sciences, business, and human services clusters. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), 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.)

Prerequisite: None

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. Analyze the characteristics, requirements, and roles of early childhood professionals.

Indicators:

1. Explain how personal characteristics promote the success of early childhood educators.
2. Explain the responsibilities of early childhood professionals.
3. Explore ethical practices in early childhood education.
4. Identify careers in early childhood education.
5. Summarize education and training requirements for various positions in early childhood education.

Unit 2: TOPIC C. DEVELOPMENTALLY APPROPRIATE PRACTICES

Amount of Time:

State Standard:

C1. Analyze the domains of development.

Indicators:

1. Describe the domains of development.
2. Describe the basic principles of development.
3. Identify developmental milestones.
4. Identify age appropriate learning activities in each domain of development.
5. Explain strategies that promote growth and development.

Unit 3: TOPIC D. SAFE AND HEALTHY LEARNING ENVIRONMENTS

Amount of Time:

State Standard:

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D1. Identify safe and healthy practices when working with children.

Indicators:

1. Explain characteristics of a safe, sanitary, and healthy child environment.
2. Identify state and federal regulations for safe and healthy childcare practices and facilities.
3. Demonstrate personal hygiene skills necessary to maintain a safe childcare environment.
4. List USDA guidelines for healthy meals and snacks.
5. Describe procedures for handling emergencies, accidents, and injuries.
6. Outline security procedures to be followed when working with children.
7. Describe the symptoms of possible abuse and neglect.
8. Develop an emergency preparedness plan.

Unit 4: Topic: E. COLLABORATIVE RELATIONSHIPS

Amount of Time:

State Standard:

E1. Evaluate techniques for establishing and maintaining positive collaborative relationships.

Indicators:

1. Explain how diversity in family units and roles may be reflected in a child's behavior.
2. Describe techniques for developing positive relationships.
3. Create activities that help to foster social development.
4. Perform service learning projects that create connections with the community.
5. Demonstrate effective communication skills.

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		

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Academic Alignments:

Course content is aligned with the following academic subject areas:

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

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:

Supplies Needed:

Classroom Expectations:

Classroom Procedures:

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Student Organization:

Collaborative Partnerships:

Advisory Council: The advisory council meets at least 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:

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		

Check 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: _____