STATEWIDE COURSE SYLLABUS
Early Childhood Education 1



SECONDARY CURRICULUM



STATEWIDE COURSE SYLLABUS
Early Childhood Education 1

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: 5700 Early Childhood Education 1

Course Description: Early Childhood Education **1** is designed to provide students with hands-on opportunities to actively explore and observe the world of children and prepare them for educational and administrative careers in the field. This course provides an in-depth study of career paths, developmentally appropriate practices, curriculum development, safe and healthy learning environments, and collaborative relationships. 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:

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 education and training requirements and opportunities for early childhood career paths.

Indicators:

1. Assess interest areas to determine potential career pathways.
2. Analyze the characteristics of professionals working with young children
3. Differentiate the roles and responsibilities in various early childhood careers.
4. Examine education and training requirements and opportunities for career paths in early childhood education and services.
5. Identify professional development opportunities.
6. Examine career information resources.

Unit 2: Topic: C. DEVELOPMENTALLY APPROPRIATE PRACTICES

Amount of Time:

State Standard: C1. Analyze effective strategies and available resources for each domain of early childhood development.

Indicators:

1. Describe the characteristics of physical, cognitive, emotional, social, and moral development.
2. Identify the different stages of development.
3. Analyze child development theories and their implications for education and childcare.
4. Explain the principles of development.
5. Identify different classifications and associated instructional methods for individuals with special needs.
6. Describe effective strategies for promoting appropriate behavior.
7. Describe state and federal legislation that regulate services and resources for early childhood education.

Unit 3: D. CURRICULUM

Amount of Time:

State Standard: D1. Evaluate developmentally appropriate lessons for content areas.

Indicators:

1. Define developmentally appropriate curriculum.
2. Create developmentally appropriate lessons.
3. Evaluate developmentally appropriate teaching methods.
4. Conduct self-evaluations and set goals for improvements.
5. Integrate technology in learning experiences.

Unit 4: Topic: E. SAFE AND HEALTHY LEARNING ENVIRONMENT

Amount of Time:

State Standard: Evaluate learning environments and activities to ensure safe, sanitary, and healthy practices.

Indicators:

1. Identify safe and sanitary practices.
2. Identify factors that contribute to safe and healthy learning environments.
3. Demonstrate basic first aid procedures.
4. Describe correct procedures for specific emergency situations.
5. Plan meals and snacks according to USDA guidelines.
6. Identify symptoms of illnesses and diseases.
7. Recognize signs and symptoms of child abuse and neglect.

Unit 5: Topic: F. COLLABORATIVE RELATIONSHIPS

Amount of Time:

State Standard: Model effective collaborative relationship skills.

Indicators:

1. Demonstrate interpersonal skills that promote positive and productive relationships.
2. Demonstrate a variety of communication techniques.
3. Organize team building activities with peers and children.
4. Apply problem-solving techniques.
5. Describe ethical behaviors.
6. Analyze methods of promoting family involvement.
7. Identify community resources for peers and children.

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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:

Supplies Needed:

Classroom Expectations:

Classroom Procedures:

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:

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	**Learning and Innovation Skills**
• English, Reading or Language Arts • World Languages • Arts • Mathematics • Economics • Science • Geography • History • Government and Civics	• **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	**Life and Career Skills**
• **Information Literacy** Access and Evaluate Information Use and Manage Information • **Media Literacy** Analyze Media Create Media Products • **ICT Literacy** Apply Technology Effectively	• **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		
21st 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: _____