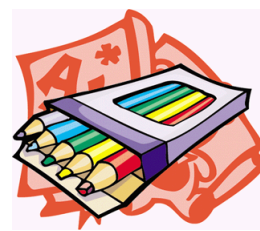


Early Childhood Education

West Fargo High School
801 9th Street East
West Fargo, ND 58078
701-356-2050



Instructor: Miss Brett Wuori	Room: 106M
Phone : (701) – 356-2050	E-mail: bwuori@west-fargo.k12.nd.us
Available: 8:00-8:25am or 3:35-4:00pm	

Course Description:

Early Childhood Education is a course designed to teach students the dynamics of working in an early childhood facility and will allow first-hand experience of the job of a childcare aid through our laboratory Pre-K, WFHS Pre-K and unpaid field experience at local early childhood facilities.

Required Text:

Child Care Today. Glencoe, McGraw-Hill Publishing. (2016).

Required Materials Needed:

- Packer Planner or Daily Planner
- Textbook
- Paper/Notebook
- Pencil or pen (black or blue only)
- 3-Ring Binder
- Accordion File with 12+ Dividers (plastic with permanent dividers and elastic closure works best)
- Wide Ruled Index Cards (4x6 or 5x8) 1 package (can share with classmate)
- One Metal "Book Ring" (1 or 1½ diameter)



Current Grading Scale:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

All work will be assigned by points. Course grades will be calculated on a total points system. The percentage scale will be applied to your total points.

Course Requirements:

The following will make up 80% of your total grade:

- Daily Work – study guides and vocabulary for each chapter, in addition to other daily work.
- Projects/Activities – completed both inside and outside of class (collages, personality profiles, etc).
- Teaching File – checked at various points throughout the course, completed by the end of the course.
- Quizzes or Tests – tests will be given at the end of each unit.
- Pre-K Experience
- Outside Field Experience

Note taking is required and all work/assignments must be in and completed before performing any Pre-K or outside field experience.

If You Have a Disability:

The teacher and special education case manager will communicate in regards to any accommodations or modifications that need to be made. As a student, it is important to advocate for yourself and let us know what is or is not working so we can help you succeed.

Accountability for Assignments:

Homework and Make-Up Work: Completing homework is a requirement for this class. It is your job to work hard and get your assignments in on time.

- You must turn in all work on time. Any work turned in later than when the assignment is collected is considered “late.” Late work is not accepted.
- You are responsible for getting make-up work from the teacher and to hand it in on the required date.
- Once Pre-K and outside field experience begins, ALL further assignments and lessons must be completed to pass the course.

Missed Work/Make-Up Work:

- From _____ on, a total of three absences (class periods) will be forgiven for the remainder of the year. Due to this occupational course's hands-on nature, any additional missing minutes must be made up at one of our outside sites.
- Excused absences:
 - If you are not present in class due to an excused absence (i.e. illness or family member emergency) on the day of a test or when an assignment is due, you must communicate with me so we can keep you on track and continue moving forward.
 - If you know you will be gone in advance (i.e. sporting event, field trip, etc.) make arrangements with me prior to your absence.
- Unexcused absences:
 - Missed work as a result of an unexcused absence will result in a ZERO (%).



Units of Study:

Unit 1: Exploring Career Opportunities

- Ch. 1 Early Childhood Careers
- Ch. 2 Employability Skills
- Ch. 3 Professional Skills

Unit 2: Child Care Basics

- Ch. 5 Health, Safety & Emergency Response
- Ch. 7 Preventing Abuse & Neglect
- Ch. 8 Promoting Nutrition & Wellness
- Ch. 9 Guiding Behavior & Social Competence

Unit 3: Managing An Early Childhood Program

- Ch. 10 Quality Early Childhood Programs
- Ch. 11 Schedules & Routines
- Ch. 12 Environments, Equipment & Supplies
- Ch. 13 Family Program Partnerships

Unit 4: Child Development & Education

- Ch. 4 Child Development Principles
- Ch. 6 Observation Skills
- Ch. 16 Nurturing & Teaching Preschoolers
- Ch. 18 Inclusion of Children with Special Needs

Unit 5: Developmentally Appropriate Activities

- Ch. 19 Approaches to Teaching & Learning
- Ch. 20 Literacy & Language Arts
- Ch. 21 Math & Science Explorations
- Ch. 22 Dramatic Play & Cultural Awareness
- Ch. 23 Art, Music & Movement

Units of study are subject to change depending on scheduling conflicts. Some units may or may not be covered. Any changes made will be announced in class.



Field Experience & West Fargo Pre-K

- Work Experience
 - Practical, hands-on experience at 3 different sites to learn more about early childhood occupations.
 - Observing and assisting child care directors and staff with daily tasks.
 - Develop lesson plans and implement planned activities.
 - Gain employability skills through communication and completion of required tasks.
- West Fargo High Pre-K
 - Practical, hands-on experience in operating a preschool program at WFHS.
 - Create lesson plans along with implementation of planned activities.
 - Plan and prepare nutritious snacks.
 - Implement proper safety and sanitation procedures while working with food and children.
 - Develop communication skills when interacting with parents.

Course State Family and Consumer Science Standards and Objectives:

- 1.2** Identify transferable and employability skills. (1.2.1; 1.2.3; 1.2.4; 1.2.5; 1.2.7)
- 2.1** Demonstrate Management of individual and family resources. (2.1.1; 2.1.2)
- 3.1:** Analyze the impact of family as a system on individuals and society. (3.1.1; 3.1.2; 3.1.4)
- 3.2** Analyze the influence of diversity on individuals, families and society. (3.2.1)
- 4.1** Demonstrate food safety and sanitation procedures. (4.1.1; 4.1.2; 4.1.3)
- 4.2** Demonstrate selection, use and care of food preparation equipment. (4.2.1; 4.2.3)
- 4.3** Investigate principles of nutrition regarding food choices. (4.3.1; 4.3.2; 4.3.3; 4.3.4)
- 5.1** Examine individual and family needs, goals, and resources for housing, interiors and furnishings. (5.1.1)
- 5.4** Examine floor plans and furniture arrangement. ((5.4.1; 5.4.2)
- 5.6** Demonstrate how to plan, organize and maintain an effective home environment. (5.6.2; 5.6.2)
- 6.1:** Describe principles of human growth and development across the life span. (6.1.1; 6.1.2; 6.1.3; 6.1.4; 6.1.5)
- 6.2:** Describe conditions that influence human growth and development. (6.2.1; 6.2.2; 6.2.3)
- 6.3:** Identify strategies that promote growth and development across the life span. (6.3.1; 6.3.3; 6.3.6)
- 7.6** Demonstrate behaviors that support healthy interpersonal relationships. (7.6.1; 7.6.2; 7.6.3; 7.6.4)
- 8.1** Describe factors that influence nutrition practices across the life span. (8.1.1; 8.1.2; 8.1.4)
- 8.2** Explain the nutritional needs of individuals and families in relation to health and wellness across the lifespan. (8.2.1; 8.2.2; 8.2.4; 8.2.5)
- 8.3** Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (8.3.1; 8.3.2; 8.3.3)
- 8.4** Evaluate factors that affect food safety, from production to consumption. (8.4.1; 8.4.2; 8.4.3)
- 9.1:** Identify roles and responsibilities of parenting. (9.1.1; 9.1.2; 9.1.3; 9.1.4)
- 9.2:** Evaluate parenting practices that influence human growth & development. (9.2.1; 9.2.2; 9.2.3; 9.2.4; 9.2.7)
- 9.3:** Identify external support systems that provide services for parents. (9.3.1)
- 9.4:** Analyze physical & emotional factors related to beginning the parenting process. (9.4.1; 9.4.2; 9.4.3; 9.4.4)
- 11.1** Analyze career paths within early childhood, education, and services. (11.1.1; 11.1.2; 11.1.3; 11.1.4)
- 11.2** Analyze developmentally appropriate practices to plan for early childhood, education, and services. (11.2.1; 11.2.2; 11.2.3; 11.2.4; 11.2.5)
- 11.3** Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. (11.3.1; 11.3.2; 11.3.3; 11.3.4; 11.3.5; 11.3.6)
- 11.4** Demonstrate a safe and healthy learning environment for children. (11.4.1; 11.4.2; 11.4.3; 11.4.4; 11.4.5; 11.4.6; 11.4.7)
- 11.5** Demonstrate techniques for positive collaborative relationships with children. (11.5.1; 11.5.2; 11.5.3; 11.5.4; 11.5.5)
- 11.6** Demonstrate professional practices and standards related to working with children. (11.6.1; 11.6.2; 11.6.3; 11.6.4; 11.6.5)

EXPECTATION	Classroom, Library, Commons, Hallway, Study Hall, Office, Outside/Social Media
<u>Respect</u>	<ul style="list-style-type: none"> • Be considerate of others' belongings • Take care of school property • Treat everyone in a positive and polite manner, including online interactions • Engage in active listening
<u>Responsibility</u>	<ul style="list-style-type: none"> • Be punctual, prepared, and ready to learn • Clean and organize our spaces • Use appropriate language, tone, and volume • Be accountable for your actions, including online behavior
<u>Relationships</u>	<ul style="list-style-type: none"> • Be truthful • Report unethical or unsafe behavior to appropriate resources • Honor people's personal space, including social media • Cultivate positive interactions online
<u>Rigor</u>	<ul style="list-style-type: none"> • Actively engage in and complete academic tasks • Set positive, challenging goals leading to growth • Incorporate The Four Cs • Utilize authentic, credible online resources

Classroom Expectations:

These expectations are in place to ensure that we will have a safe and orderly classroom to allow each and every person the opportunity to reach his/her maximum potential.

- **BE RESPECTFUL**

- For all people, equipment, and furnishings in the classroom.
- This class period is to be used for this course only. If you are caught working on other class work or reading for leisure when you should be working for this class, it will be taken away.
- Use appropriate language at all time.
- Raise your hand when you wish to be recognized.
- Students are expected to remain in their seats until the bell rings. Do not pack up your belongings until you are dismissed by the instructor.
- There is no pop, candy, or food allowed unless it is part of the class activity. Water is OK if purchased at school and only until it becomes a problem.

- **BE ON TIME**

- In your SEAT when the bell rings (Tardy = time after class and you will not be given a pass).
- If you are over 3 minutes late or are repeatedly late, you will receive after school detention for a minimum of 15 minutes.

- **BE PREPARED**

- You must come prepared for class with required materials listed above.
- You must provide a book cover for your textbook.
- Students will be allowed to leave the room only if they have their agenda.

- **BE RESPONSIBLE**

- For your behavior, attitude, and school work
- Follow directions. Ask for clarification if necessary.
- Use agenda to write down weekly activities.
- Assignments/tests/quizzes need first name, last name, and block.
- Remember to use capital letters on multiple choice and matching questions.

- All student work must be kept in a binder and will be turned in at the end of the course. DO NOT THROW ANYTHING AWAY!

If at any time you need help, whether on an assignment, note taking, or just a general question, please come and talk to me. I'm also available through phone or e-mail.

Miss Brett Wuori

I have read through and discussed the syllabus with my student. We agree to the class policies and requirements listed in the syllabus and will contact Miss Wuori with any questions or concerns in the future.

Parent's Signature

Date

Student's Signature

Date