



# School District of Marshfield Course Syllabus

---

**Course Name: DC Careers with Kids PS**

**Length of Course: Semester**

**Credit: 1/2 Credit**

## **Program Goal:**

Empower learners to be college and career ready through standards-based experiences in the classroom and through career-based learning experiences with business and industry partners.

## **Course Description:**

Learn about a variety of careers working with young children. Gain knowledge of child development and practice skills in child-care and guidance. Plan and implement activities with children in the Tiny Tiger Intergenerational Center. Students will earn the Assistant Child Care Teacher certificate which is necessary for employment in a childcare facility. Students will also earn certificates for SIDS, SBS, Mandated Reporter and Darkness to Light training.

**MSTC Course Title: Foundations of Early Childhood Education**

**Course Number: MSTC 10-307-148**

**Career Cluster:** Education and Training  
**Total Hours:** 51  
**Total Credits:** 3 (upon successful completion of this course)

**MSTC Course Title: Health, Safety & Nutrition**

**Course Number:** MSTC 10-307-167  
**Career Cluster:** Education and Training  
**Total Hours:** 48  
**Total Credits:** 3 (upon successful completion of this course)

<b>Foundations of Early Childhood Education</b>	
<b>Course Competencies</b>	
<ul style="list-style-type: none"> <li>• Explore the concepts of diversity, equity and inclusion in the early childhood profession.</li> <li>• Investigate the history and current trends of early childhood education.</li> <li>• Explore regulatory requirements for early childhood education programs in WI.</li> <li>• Summarize types of early childhood education settings.</li> <li>• Identify quality indicators in early childhood education programs.</li> <li>• Summarize responsibilities of early childhood education professionals.</li> <li>• Explore early childhood curriculum models.</li> <li>• Examine the critical role of play as it relates to developmentally appropriate practice.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>• Cultivate relationships with children, family, and the community.</li> <li>• Use effective, research-based practices in teaching and learning.</li> <li>• Demonstrate professionalism.</li> </ul>	
<b>Wisconsin Core Competencies for Professionals Working with Young Children and their Families - 2014</b>	
<b>Target Standard 1</b> Child Development (DEV)	Apply the principles of child growth and development, valuing each child as an individual with unique biology, interests, needs, and potential; while nurturing relationships, starting with healthy infant-parent attachment.
<b>Target Standard 4</b> Special Needs, Disabilities, and Inclusive Practices (INC)	Embody the values, policies, and practices that support the right of every child and family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.
<b>Target Standard 5</b> Learning Experiences, Strategies, and Curriculum (LRN)	Establish an environment that provides learning experiences and adaptive strategies that support families and meet each child’s needs, capabilities, and interests.
<b>National Association for the Education of Young Children (NAEYC) - 2020</b>	

<b>Target Standard 1</b> Child Development and Learning in Context	1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices. 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
<b>Target Standard 6</b>	Professionalism as and Early Childhood Educator
<b>Wisconsin Educator Standards – Teachers 2022</b>	
<b>Target Standard 2</b> Learning Differences	The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
<b>Target Standard 4</b> Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
<b>Target Standard 7</b> Planning for Instruction	The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils’ communities.
<b>Health, Safety &amp; Nutrition</b>	
<b>Course Competencies</b>	
<ul style="list-style-type: none"> <li>• Integrate strategies that support diversity, equity and inclusion in the early childhood setting.</li> <li>• Plan a safe early childhood environment according to regulatory requirements.</li> <li>• Plan a healthy early childhood environment according to regulatory requirements.</li> <li>• Plan nutritious menus according to regulatory requirements.</li> <li>• Recognize child abuse and neglect issues and mandates.</li> <li>• Identify Sudden Infant Death Syndrome (SIDS) risk reduction strategies.</li> <li>• Identify strategies to prevent the occurrence of Abusive Head Trauma (AHT).</li> <li>• Incorporate health, safety, and nutrition concepts into the children’s curriculum.</li> </ul>	
<b>Program Outcomes</b>	
<ul style="list-style-type: none"> <li>• Apply child development theory to practice.</li> <li>• Cultivate relationships with children, family, and the community.</li> <li>• Assess child growth and development.</li> <li>• Use effective, research-based practices in teaching and learning.</li> <li>• Integrate health, safety, and nutrition practices.</li> </ul>	
<b>Wisconsin Core Competencies for Professionals Working with Young Children and their Families - 2014</b>	

<b>Target Standard 1</b> Child Development (DEV)	Apply the principles of child growth and development, valuing each child as an individual with unique biology, interests, needs, and potential; while nurturing relationships, starting with healthy infant-parent attachment.
<b>Target Standard 2</b> Family Systems and Dynamics (FAM)	Understand the complexity and diversity of family relationships, dynamics, and systems while working in partnership with families for the best interest of children.
<b>Target Standard 3</b> Diversity (DIV)	Respect the unique nature of every individual and family including, but limited to, culture, national origin, language, family structure, disability, religious beliefs, economic status, and child-rearing practices.
<b>Target Standard 4</b> Special Needs, Disabilities, and Inclusive Practices (INC)	Embody the values, policies, and practices that support the right of every child and family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.
<b>Target Standard 5</b> Learning Experiences, Strategies, and Curriculum (LRN)	Establish an environment that provides learning experiences and adaptive strategies that support families and meet each child's needs, capabilities, and interests.
<b>Target Standard 6</b> Health, Safety, and Nutrition (SAF)	Establish and maintain environments and supports that promote children's health, safety, nutrition, physical activity, and adaptations for special needs in partnership with families.
<b>Target Standard 7</b> Guidance and Nurturing (GUI)	Understand supportive strategies for encouraging social/emotional development and addressing challenging behaviors and recognize the influence of temperament and emotional regulation capacity on children's behavior.
<b>Target Standard 8</b> Observation, Screening, and Assessment (OSA)	Use appropriate tools and methods for understanding child interactions, knowledge, and skills, as a means to support the child's development and make appropriate referrals for further evaluation.
<b>Target Standard 9</b> Family and Community Relationships (COM)	Understand the value of partnership and collaboration between families and agencies/ organizations to meet child and family needs.
<b>Target Standard 10</b> Professionalism (PRO)	Work with children and families in a professional, reflective manner; participate as a collaborative partner with other professionals; and utilize strategies to evaluate program outcomes.
<b>Target Standard 11</b> Planning, Reflection, and Evaluation (PRE)	Examine one's own thoughts, attitudes, feelings, actions, strengths, and challenges, and apply increased knowledge, skills, and dispositions when providing high-quality programs and services.
<b>National Association for the Education of Young Children (NAEYC) - 2020</b>	

<p><b>Target Standard 1</b> Child Development and Learning in Context</p>	<p>1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.</p> <p>1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.</p>
<p><b>Wisconsin Educator Standards – Teachers 2022</b></p>	
<p><b>Target Standard 1</b> Pupil Development</p>	<p>The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.</p>
<p><b>Target Standard 2</b> Learning Differences</p>	<p>The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.</p>
<p><b>Target Standard 3</b> Learning Environments</p>	<p>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>
<p><b>Target Standard 4</b> Content Knowledge</p>	<p>The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.</p>
<p><b>Target Standard 7</b> Planning for Instruction</p>	<p>The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils’ communities.</p>
<p><b>Target Standard 10</b> Leadership and Collaboration</p>	<p>The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.</p>

## Primary Resource(s):

### **Working with Young Children, 9<sup>th</sup> Edition**

Goodheart-Wilcox

ISBN: 978-1-63563-725-0

© 2020

### **Working with Young Children, online**

Goodheart-Wilcox

ISBN: 978-1-63563-776-2

© 2020

### **Anti Bias Education for Young Children & Ourselves**

NAEYC

ISBN: 978-1-928896-67-8

© 2009

## Dual Credit Notification:

This is a dual credit course with Mid-State Technical College. The course outcomes are the course outcomes of the course at Mid-State Technical College. During the first week of class, your dual credit high school teacher will assist all students who want to receive free college credits with Mid-State to apply and complete a registration form for the dual credit option. Only students who submit this registration form and earn a "C" or better in the course will earn the dual credit. After the class, your instructor will enter your grade with Mid-State, and it will appear on your college transcript.

## Mid-State Policies and Procedures

**Credit Hour Expectations** - Classroom presentations are specifically planned learning experiences based on identified objectives, direct instructor involvement, and instructional delivery through physical or electronic learning environments. Credit hour expectations are a combination of classroom presentation, lab and outside student effort as outlined in the Educational Services Manual from the Wisconsin Technical College System. The unique environment in online/hybrid classes combines the classroom presentation with the outside effort to an equivalent time expectation per credit. For specific lab and lecture credit hour for Associate Degree and Technical Diploma courses, please see the "Course Standards" section of the Educational Services Manual.

**Learner Roles and Responsibilities** - You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor.

The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.

**Academic Integrity Policy** - The Mid-State Board, administration, faculty, and staff believe that academic honesty and integrity are fundamental to the mission of higher education. All students are expected to maintain and promote the highest standards of personal honesty and professional integrity. These standards apply to all examinations, assigned work, and projects. Therefore, a student who is found to have been dishonest, fraudulent, or deceptive in the completion of work, willing to help others to be so, or is found to have plagiarized (presented the work of others as his or her own) is subject to disciplinary action up to and including suspension.

**Exclusivity Statement** - Mid-State Technical College is committed to complying with state and federal equal opportunity laws and regulations and does not discriminate in its services, employment programs, and/or its educational programs and activities. Discrimination and harassment by supervisors, co-workers, students, non-employees on the basis of race, sex, national origin, sexual orientation, age, religion, disability, or other protected class is prohibited by the College. This policy is intended to comply with all applicable state and federal laws, as well as express the College's commitment to the principles of equal opportunity for all.

**Student Handbook** - Refer to the Mid-State Student Handbook for more information related to student policies and procedures. [mstc.edu/student-resources/student-handbook](http://mstc.edu/student-resources/student-handbook)

**Student Services** - All students, including online students, have access to student services including but not limited to disability services, counseling and advising, career services, and financial aid. To access student services, go to [mstc.edu/student-resources/student-services](http://mstc.edu/student-resources/student-services).