

Taft 7-12 2019/2020 Course Syllabus



Course:	Early Childhood Education (ECE) 2	
Type:	Full year classes; 10-12 grades	
Instructor:	Westbrook	
Prep Period:	1st	Phone: (541) 996-2115 ext. 185
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Course Description

Course Overview:	<p>This course is the second year of child development, psychology, family life education, parenthood education and vocational child-care and early childhood training. The class is designed to develop knowledge and practical experience while studying the basic principles of development, prenatal through five years of age as well as emphasizing physical, intellectual, emotional, and social growth and development in children. Students observe various aspects of an early learning center environment and curriculum. High school students interact with each other, infants, toddlers, and preschool age children. Three to four days a week are spent teaching at the Early Learning Center (ELC) and one day is spent planning age-appropriate activities and learning about best educational practices for young children.</p> <p>You will be a mentor, friend, observer and teaching assistant all in one. You will be part of a team that provides a great educational experience for children in our community. You will be expected to follow certain dress codes and behavior standards to provide the best environment possible. Be considerate, have a good attitude, be involved and have fun learning with these kiddos!</p> <p>College credit: Students who are eligible for college credit must complete both ECE 1 and ECE 2, regardless if the student passes the challenge test.</p>
Text:	Stephens, K. (2012). <i>Child Care Today</i> .
Units	<ul style="list-style-type: none"> Preschool Orientation Confidentiality Developing Themes Preparing the Environment Establishing Rules/Daily Routines Cultures/Traditions Teaching Evaluations Working as a Team Careers with Children Special Needs Children
Required Materials:	Computer, lined paper, writing utensils
Suggested Materials:	Divider section or binder for class period, plastic page protectors, art supplies (markers, glue, etc.)

Standards Assessment

Grading Criteria, Standards, and Extra Credit:	<p>To pass each semester, a student has to earn a minimum of 70% in the grade book based on mastering standards.</p> <p>Grading is on <u>weekly lessons and attendance</u> and are <i>weighted equally and at the end of each month</i>.</p> <p>It's important to be able to prepare lessons that are developmentally appropriate, reflective in your lessons, and teach to the children in order to complete these requirements and meet the standards.</p> <p>A - 90%-100% B-80-89% C-70-79% *I-0-69% *Incomplete (I) converts to an F at the end of each semester</p> <p>Progress reports will be mailed home every six weeks. Taft 7-12 has an online grade book available, please utilize this option to stay up to date on grades and assignments.</p>
Course Standards Assessed:	<p>Common Core State Standards:</p> <p>Literacy.RST.2 - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>

Literacy.RST.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Literacy.RST.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade texts and topics.

Literacy.RST.5 - Analyze the structure of the relationships among concepts in a text, including relationships among key terms.

Literacy.RST.7 - Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.

Literacy.RST.8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

Literacy.RST.9 - Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations or accounts.

WHST.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.7 - Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrate understanding of the subject under investigation.

WHST.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9 - Draw evidence from informational texts to support analysis, reflection, and research.

WHST.10- Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

National Family & Consumer Science Standards:

4.1 – Analyze career paths within early childhood, education, & related services.

4.2 – Analyze developmentally appropriate practices to plan for early childhood education and services.

4.3 – Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

4.4 – Demonstrate a safe and healthy learning environment for children.

4.5 – Demonstrate techniques for positive collaborative relationships with children.

4.6 – Demonstrate professional practices and standards related to working with children.

12.0 – Analyze factors that influence human growth and development.

12.2 – Analyze conditions that influence human growth and development.

12.3 – Analyze strategies that promote growth and development across the lifespan.

15.0 – Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of children and families.

Essential Skills:

9. Demonstrate personal management and teamwork skills

This skill includes all of the following:

- Participate cooperatively and productively in work teams to identify and solve problems.
- Display initiative and demonstrate respect for other team members to complete tasks.
- Plan, organize, and complete assigned tasks accurately and on time.
- Exhibit work ethic and performance, including the ability to be responsible and dependable.

Re-Take and
Make-Up
Policy:

- Poor attendance will affect your grade; if you're not here, you can't participate, create or teach your lesson, or meet the standards required.
- You are still responsible for your lesson plans EACH WEEK, even if you have an excused absence. You may email them to the instructors or if you know you will be absent you can turn

	<p>your work in early. Lesson plans are DUE a week before they are taught with no exceptions (gathering your materials can be completed up to the day before your lesson). If there is no school on your lesson day, due dates will be the school day before.</p> <ul style="list-style-type: none"> • When you are absent, <i>it is your responsibility to get your lesson plans in on time</i>. These will be turned in on Google Classroom. • Both excused and unexcused absences will still require students to complete their lesson plans before the next week of school. This is because lesson plans are <i>required for the early learning center to function</i>. Google Classroom is available to help students complete their work if they are absent. Students may also email their work to both instructors (Robyn Myers and Westbrook).
Testing Policy:	There is no traditional testing in this course. Students work throughout the school week in the preschool and/or toddler and infant rooms. Students can only make up a preschool day after school on Wednesdays or by appointment with Robyn Myers (Preschool director). This time is also available for students who are late in turning in their lesson plans. The highest score you can receive after a deadline is a 70% regardless of any absence.

General Policies

#TigersR.O.C.K	Responsible	Organized	Cooperative	Kind
	<ul style="list-style-type: none"> • I practice safe behaviors in everything I do • I am on time and ready to work • I take action to always put safety first • I maintain possession of personal items • I model positive behaviors to children 	<ul style="list-style-type: none"> • I come prepared to learn • I ensure my area is ready at all times • I use my time and resources wisely • I clean up my space before leaving class 	<ul style="list-style-type: none"> • I respect peers and their opinions • I speak up to ensure the safety of others • I use appropriate language and voice levels • I demonstrate patience 	<ul style="list-style-type: none"> • I am courteous and respectful to others • I use polite terminology: "Please" and "Thank you" • I manage personal behavior • I am aware of safety protocols that keep me and my peers safe
Accommodations:	See the Instructor on an individual basis.			
Technology:	In accordance with LCSD Personal Electronic Device policy; cell phones, iPods, tablets etc. are not allowed in class during instructional time. If any piece of technology beyond your school assigned Chromebook is either <u>seen or heard</u> during class, regardless of whether or not it is in use, it will be confiscated and turned over to the office as per school policy. All devices are to be powered off during class time. If permission is granted to one student to use a personal electronic device for a momentary academic purpose, it is not to be assumed that permission is extended to anyone else. Please refer to the district standards, parent and student handbook, and technology contract for any additional questions or clarification needed regarding personal electronic devices or 1:1.			
Cheating and Plagiarism:	Please refer to the LCSD integrity policy. The acts of cheating or plagiarism in connection with academics are detrimental to the individual and the school system. Consequences could lead to course failure and jeopardize graduation.			
Attendance and Tardy:	Every day in class matters! #9orLESSisBEST! Regular school attendance is one of the most powerful ways you can prepare for success—both in school and in life. When you make school attendance a priority, you achieve better grades, develop healthy life habits, build positive attitudes toward school, avoid dangerous behavior and improve your chances of graduating from high school and having successful post-secondary experiences. LCSD believes that every day matters! Please consult the school calendar for no school days when looking to plan appointments and vacations. After 10 missed days you will be referred to the truancy officer and could be fined in accordance with Oregon state law. Each student is allowed 3 tardy marks per semester. After the third tardy, lunch detention will be assigned for each successive tardy noted.			
Misc:	<i>Extensions are not available</i> due to the lab-based performance format of this class.			

Student Signature _____ Guardian Signature _____ Date: _____