

Course Description

This course focuses on the physical, intellectual, social, and emotion development of children. With an understanding of proven child development theories and practices, students will be able to plan for and react to children with developmentally appropriate activities. Creating a safe and healthy environment for children is woven throughout the course.

Course Goals

The goal of this course is to prepare students for the important role of nurturing young children by establishing a foundation of knowledge. This includes planning appropriate developmental curriculum and strategies. Students will be able identify careers involving children.

Resources *(suggestions)*

Textbook: Decker, Celia Anita, *Children The Early Years*, The Goodheart Willcox Co., Inc. Tinley Park, Illinois, 1995

VHS materials that are routinely use:

"Childbirth: From the Inside Out, Part 1 and Part 2", Educational Video Network, 1401 19th Street, Huntsville, TX 77340, No Year.

"Childsafe", Matrix, Inc. P. O. Box 914, Wilmington, DE 19899, 1987.

"Children with Special Needs", Glencoe – McGraw Hill, P. O. Box, Blacklick, OH 43004-0544, 1994.

"Communicating with Preschool Children", Glencoe – McGraw Hill, P. O. Box, Blacklick, OH 43004-0544, 1997.

"Civitas, Begin with Love", Ronald McDonald House Charities, Civitas Initiative 1327 west Washington, Suite 3D, Chicago, IL 60607, No Year.

"Emotional Intelligence, The Key to Social Skills", Cambridge Educational, Meridian Education, 236 East Front Sstreet, Bloomington, IL 61791, 2001.

"Is Baby OKAY – Assessing Development", Learning Seed, 330 Telsler Road, Lake Zurich, IL 60047, No Year.

"Life's First Feelings", Coronet Films, Simon and Schuster Company, 420 Academy Drive, Northbrook, IL 60062.

"March of Dimes: Journey to Birth", March of Dimes Birth defects Foundation, 1275 Mamoroneck Avenue, White Plains, NY 10605, No Year.

"Nourishing Language Development, #859", National Association Education Young

Children, 1509 16th Street N. W. , Washington, DE 20036 -1426, No Year.

"Preschoolers, How Three and Four Year Olds Develop", Learning Seed, 330 Telser Road, Lake Zurich, IL 60047, 1996.

"Physical Development: The First Five Years", Meridian Education, P. O. Box 911, Monmouth, Jct., NJ 08852 – 0911,
No Year.

"Preschoolers, How Three and Four Year Olds Develop", Learning Seed, 330 Telser Road, Lake Zurich, IL 60047, 1996.

"Your New Baby: Your New Life", Vida Health Communications, 6 Bigelow Street, Cambridge, MA 02139, No Year.

Various Handouts or printed materials that have been available from Delaware Family Services, this varies from year to year. Also, other printed handouts as they are available are utilized.

Technology Utilization

Library to utilize computers to research birth defects, the following websites are routinely used:

www.easterseals.org

www.modimes.com

www.cdc.gov

www.nih.gov

www.webmd.com

<http://kidshealth.org/parent/system/ill/birthdefects.html>

<http://www.nlm.nih.gov/medlineplus/birthdefects.html>

www.raredisease.org

<http://www.birthdefects.org>

<http://www.nbdpn.org>

www.webmedlit.com

www.the name of your birthdefect.org

Code of Ethical Code of Ethical Conduct and Statement of Commitment, A **position statement of the National Association for the Education of Young Children**, Revised April 2005, <http://www.naeyc.org/about/positions/PSETH05.asp>

<http://www.khake.com>

TV – VHS/DVD Play on a cart for viewing videos

Traditional overhead Projector and Pull down screen is utilized as needed.

Grading Procedures

Grades are broken down into 5 areas: 4 per marking period plus mid-term and final grades.

1. Attendance/Participation: Students receive 1 point for being in class and 5 points

a day for participating. (*Non-participation includes sleeping in class, talking during instruction, talking excessively off topic during group work, texting, talking or daydreaming during individual work.*) **Participation includes answering questions when asked during instruction, doing the group “job” assigned during group work, doing individual work at the time it is assigned during class and not saying “I’ll do it for homework” when there is class time given to work.**

2. Classwork/Homework: Students receive points equal to the number of questions assigned in the classwork/homework. Examples include 5 book questions = 5 points, a worksheet with 10 questions is 10 points.....The answers must be in complete sentences unless otherwise directed by the teacher or if it is a fill in the blank assignment. The answers must be correct and use proper grammar to get full points. One point is automatically taken off for incomplete sentences. Errors in grammar will be partial points and incorrect answers are wrong.
3. Projects and Papers: Rubrics will be included with any projects or papers assigned. There will be one paper per semester and several small individual and medium group projects throughout the year.
4. Tests & Quizzes: There will be vocabulary quizzes and one test per chapter. The teacher reserves the right to give pop quizzes to ensure reading has been done though these will be of lesser points than regular quizzes or tests. All point values for quizzes and tests will equal the number of questions.
5. Mid-Terms and Finals will be portfolio checks. This is a Portfolio course and the Portfolios count for 100 points each time they are graded. Portfolios will be organized and checked 1st and 3rd marking periods for 50 points, Mid-Term and Final for 2nd and 4th marking periods they will be graded.

Re-do opportunities

For numbers 2, 3, & 4 students may make corrections for extra points on anything graded. All tests and quizzes (except for Mid-Terms and Finals) may be re-taken after school by appointment with the teacher for full credit.

End of Course Assessment Method(s)

The method of assessment for this course will be the portfolio as the final exam.