

**Child Services 1 and the...**

**2012 – 2013**

|  |  |
| --- | --- |
| **Faculty Name:** | Alia Laack |
| **Contact:** | laacka@hsd.k12.or.us |
| **Room Number:** | N101 |
| **Office Hours:** | P4D1, P2D2 |

**“I hear, and I forget. I see, and I remember. I do, and I understand”**

The quote above has a couple of meanings for you in this class. What does it mean to you? As a student and a teacher in this class, you will explore all aspects of this well known Chinese proverb, and by "doing," you will fully "understand" what this quote means. I hope that you will think of this often as you participate in class and move forward this year.

**Course Description**

Child Services 1 is a one year course for students working in the Human Resources – Early Childhood Education Focused Program of Study. Students will work approximately 160 minutes per week in our on-site preschool with children ages 3-5 years old, and are primarily responsible for the daily activities and responsibilities that go along with operating a preschool program. Students will also be responsible for completing related assignments demonstrating knowledge and understanding of developmental issues which correlate with the experience of working with children in a professional setting.

**Learning Outcomes**

***Outcomes of this Course***

* Recognize steps to advance children's physical and intellectual development (0-10 years).
* Demonstrate positive ways to support children's social and emotional development (0-10 years).
* Understand strategies to establish productive relationships with families.
* Participate in managing an effective program operation.
* Maintain a commitment to professionalism.
* Become familiar with observing and recording children's behavior.
* Differentiate between different principles of child development and learning.
* Recognize the implication of mass media and public policy.
* Appreciate the influence of culture, environment, and heredity on development.
* Explore behavior, gender identity, and special needs.
* Create a personal and professional plan and profile.

***Students Who Are Successful in This Course are Prepared for the Following Courses***

**High School Level:**

* Child Services 2

**College Level:**

* Receive credit for ECE 120 through PCC

**Textbooks & Reading Materials**

***Books***

Herr, Judy. (2008). *Working with Young Children*. Tinley Park, Illinois: The Goodheart-Willcox Company, Inc.

Numerous resource books located in our classroom library.

***Websites***

[www.careercruising.com](http://www.careercruising.com) - for resume and career/college search help.

[www.preschooleducation.com](http://www.preschooleducation.com) - preschool activity website  
  
[www.everythingpreschool.com](http://www.everythingpreschool.com) - preschool activity website

**Required Student Materials**

Bring personal notebook every day Pencils/Pens

Flash Drive is HIGHLY encouraged Planning Calendar (supplied)

**Behavior Expectations & Classroom Conduct**

* Attendance:    
  Absences - Attendance is mandatory! Habits reflecting punctuality are important to maintaining and holding a job in the human resources area. Employees can be fired for being late. In addition, this class involves many hands on activities that require your presence in order to be completed on time and for full credit. You are part of a team and will put the burden on your team members if you are not present. Please see the schools policies if you have questions.

Excused absences/Late work - All work can be made up if an absence is excused. The school policy allows for the number of days absent plus one. (If you are absent for one day, you have two days to make up an assignment). Other arrangements may need to be made with the teacher for some assignments or activities missed. It is YOUR responsibility to get the assignments that you have missed. If you have any questions, please ask a classmate first, and then the teacher if any further clarification is needed.

* Electronic devices, including music players and cell phones should never be on during class time, and need to be kept in your bags or in your locker. Any electronic device needs to be put away before class begins. If this rule is broken, you will receive one warning to put it away. Failure to do so will result in me taking it for the remainder of the class day. After that, your device will go to an administrator to be picked up at the end of the day.
* Food and beverages are not allowed due to the use of this room as a preschool. Please respect this rule and eat your food at breakfast, lunch, or on your own time. This includes times when the preschoolers are eating as well. Classroom celebrations are the only exception.
* If you need to use the restroom, please notify me when you are leaving and make sure to take the hall pass. Please be considerate of others and do not dawdle in the hallways. If I feel that you are not using the pass wisely, the privilege may be taken away from you.
* Inappropriate behavior, including inappropriate language, bullying, name calling, outbursts, insubordination, and failing to follow the above rules is not tolerated and may result in removal from this class. Please treat each others with respect and use mature behavior in class.

**Grading Policies**

Plagiarism (copying someone's words without giving credit) is not tolerated and will result in an automatic zero.

In addition to the course hours in the classroom, the students are expected to complete work outside of class.  Activities will include: *(a possible list could include – homework, projects, readings, etc.)*

**Assignment Categories/Weight:**

Formative Assessments 20%

Summative Assessments 80%

**Descriptions of Categories:**

Formative Assessments: Activities that help prepare a student for a summative assessment, review activities, or other practice activities, including daily labs.

Summative Assessments: Activities meant to showcase a student’s final understanding of a particular unit, topic, or performance task. These include, but are not limited to, papers, tests, projects, and all monthly teaching experiences.

Grades are based on assignment completion, timeliness, and quality.

Some assignments / activities carry more weight than others.

Below is the grading scale used in this class:

|  |  |
| --- | --- |
| 100 – 90 % | A |
| 89 – 80 % | B |
| 79 – 70% | C |
| 69 – 60% | D |
| 59 – 0% | F |

**Schedule of Class Assignments / Activities**

Part of your summative class grade will be based upon assessing your comprehension of the course topics covered in this class. Topics will be assigned for each seminar day. Assignments are aligned with the seminar day #’s and it will be your responsibility to use your calendar and complete the correct assignments on your own and turn them in on the correct seminar days.

**Day Activities Assignments**

|  |  |  |
| --- | --- | --- |
| Seminar 1  9/6 | Welcome! Overview of Syllabus, expectations, student contract, get to know each other, begin posters. | **Due Seminar 4:**  All About Me Poster |
| Seminar 2  9/10 | Review development for ages 2-3 and 4-5; Worksheet from WYC text Ch.’s 6 and 7 | **Due Seminar 3:**  Ch. 6, 7 review wksht. |
| Seminar 3  9/12 | Relating development to preschool activities. Video: “Preschoolers: How Three-and-Four-Year-Olds Develop” (23 min)  Review of preschool jobs and application expectations | Video Notes – keep for summative assessment  **Due Seminar 6:**  Apply for preschool permanent job |
| Seminar 4  9/14 | Curriculum Planning – notes (theme vs. emergent), practice lesson plan format; Planning Art, Language, and Circle activities in the preschool. Review of what those look like at Little Jags, where to find resources and how to use them. | **Due Seminar 5:**  Practice lesson plan  **Due Seminar 7:**  Ch. 19 review (Guiding Art) |
| Seminar 5  9/18 | Guiding and Presenting activities to large and small groups. Take notes, practice in small groups using practice lesson plan! Introduce Miss Anne. |  |
| Seminar 6  9/20 | Review Guidance – Notes from Ch. 14 and 15, Positive Behavior Wall Reminders, Teacher expectations in regards to guidance and supervision (indoors/outdoors)  Prepare for Orientation | Notes – keep for summative assessment  Post behavior reminders in class |
| **+++++++++**  9/24 | **Preschool Orientation –** meet and greet parents and children, perform assigned tasks, professionalism required no matter what you are doing! |  |
| Seminar 7  9/26 | Preschool work groups assigned  Preschool readiness – what’s left to go over?  Permanent preschool jobs assigned |  |
| Seminar 8  9/28 | **Test on preschool preparedness - covering development ages 2-5, curriculum planning, lesson planning, guiding activities, guidance and discipline, and professional behavior and expectations.**  Introduce Human Development – Packet Review | **Due Seminar 9:**  Human Development Packet – Ch. 4 |
| **Preschool Begins October 2nd!** | | |
| Seminar 9  10/22 | Review Human Development and the brain, and principles of development.  Review development theories and impact on teaching  Prepare for first field trip – expectations  **PK Name Test….** | **Due Seminar 10:**  Impact statements – how can each theorist impact your interactions with children? |
| Seminar 10  10/26 | Influence of culture, heredity, and environment on development.  Choose a culture to research and share with the class. | **Due Seminar11:**  Create an informative display of another culture to share with the class, including a food dish to share with class |
| Seminar 11  11/19 | Thanksgiving Cultural Potluck, sharing of researched cultural backgrounds. | **Due Seminar 12:**  Compare / contrast 2 different cultures learned about today using sentence frames in a complete paragraph. |
| Seminar 12  11/26 | …Continuing influence of environment on development: Child Abuse and impact on brain  Shaken baby video / information, article on abuse | **Due Seminar 13:**  Article questions / notes |
| Seminar 13  12/10 | Children and Families in Poverty – impact of poverty on education and society  **Review 2nd semester changes for teaching/planning** | **Due Seminar 15:**  *Poverty Trends* Article Analyses |
| Seminar 14  1/18 | Guiding Children with Special Needs  Guest Speaker | Take and keep Guest Speaker notes for summative assessment |
| Seminar 15  1/29 | Essay Test on topics from Seminar 9 – Seminar 14 |  |
| **End of Semester 1** | | |
| Seminar 16  2/8 | Equity in the classroom – favorites, gender expectations, avoiding, and other forms of bias. | **Due Seminar 17:**  Personal journaling of interactions with children and any noticed biases. |
| Seminar 17  3/1 | Effects of Media on children’s growth, development, and education. | **Due Seminar 18:** |
| Seminar 18  3/15 | Introduce public policy focus for next class – hand out resource “Early Experiences Matter.”  What is happening now?? Examine the budget shortfalls of schools currently affecting education. | **Due Seminar 19:**  Comic depicting current state of education. |
| Seminar 19  4/19 | A Career for you in Early Childhood Education:  Qualifications for a career working with children, self-analysis, exploring possibilities | **Due Seminar 21:**  Ch. 33 multi-part assignment (all parts turned in together) |
| Seminar 20  5/3 | Plan and Profile with Career Counselors |  |
| Seminar 21  5/17 | Philosophy Statement – personal philosophy about your role in educating children. Reflect on experiences in the preschool, what you know about child development, etc. | **Due Seminar 24:**  Personal Philosophy Statement |
| Seminar 22  5/23  (Jagapalooza) | Listening Session – Senior Projects |  |
| **Preschool Graduation – May 31!!** | | |
| Seminar 23  6/4 | Senior’s Last Day – celebration and teacher recognition |  |
| Seminar 24  6/6 | Prepare for Junior’s Finals / End of year cleanup |  |
| Seminar 25  6/10 | Review for Exam, End of year cleanup |  |
| Seminar 26  6/12 | Final Exam – Short Essay Questions |  |