

Child Health, Safety, and Nutrition, ECE-133

Early Childhood Guidance, ECE-243

Instructor	Nancy Freund Berger-CVW	Course No.	ECE 133 and ECE 243
Section #	292311/0292312	Credit Hours	2 credits High School 6 credits SCC
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Work Period	See instructor.	Work Area	Before/After School
Class Days	Daily	Class Length	2 hours and 45 minutes
Room	Room 303	Prerequisites	Child Development

Text, Course Pack, and Additional Materials:

- *Health, Safety, and Nutrition for the Young Child* 6th Ed. Marotz, Cross, Rush. (Provided for students' in class use only)
- *Guiding Children's Social Development Theory to Practice* 5th Ed. Kostelnik, Whiren, Soderman, Gregory. (Provided for students' in class use only).
- *Working with Young Children* Herr. (Provided for students)
- Lab book (Remains in the classroom, gives specific directions for center activities)

Required of Students before entering OCC:

- Pass Child Development Class
- Pass Criminal History Report

Required Supplies:

- 2 inch 3 ring binder with dividers
- Loose leaf paper
- Pens/pencils
- Large shirt for painting and activities
- Four pack dry erase markers
- Box of Kleenex

Course Description:

Students will learn career/job skills for the career of teaching, teacher assistant, or other early childhood professionals. Students plan, prepare, and implement learning activities for classrooms at Children's Village West. Students will have opportunities in the classrooms to work with infants, two year olds, preschoolers and special needs children.

Credit: Students who successfully complete this program receives 2 high school credits and 6 credit hours from Scott Community College that can be transferred.

Course Goals:

- Participate in the operation of a facility for children using the facilities' professional standards.
- Implement developmentally appropriate learning activities for children.
- Demonstrate professional skills/traits.
- Assess children's behavior and apply professional routines/rules for a safe, sanitary, and healthy environment.
- Plan, implement, and evaluate developmentally, appropriate activities up to age five.
- Create a non-sexist, multicultural, emotionally safe environment for all children including special needs.
- Plan and prepare nutritious snacks, which allow children to develop self-help skills.
- Exhibit positive communication in guidance and classroom management helping preschoolers build self-esteem/confidence.
- Communicate with families in a professional manner.
- Participate and evaluate working with children in a variety of settings.
- Work cooperatively with all aspects of the job.
- Investigate career options.

Attendance/Tardy Students:

Attendance:

- Preschool classroom time will need to be made up in the after school pep program or in an after school CVW event.
- Daily class work from the college textbook will need to be made up before or after school.
- Classroom experiences and hands on activities are hard to make-up/duplicate. Attendance is vital for a student's success.
- If you are absent, it is your responsibility to obtain class notes from another student and assignments from the instructor before or after school but not during regular class time.

Grading (Evaluation): See Class Schedule for Dates

(1) Components:

- Daily Assignments: Chapter Reading, Chapter Notes, Chapter Activities, Chapter Questions, Case-Studies, Class Discussions, Role Plays, DVD/Video Notes, Study Guides, Learning Packets
- Evaluation of Daily Participation in Preschool Room
- Lesson Plans: Writing, Teaching, Self-Evaluation of Learning Activity in Preschool Room
- Group Projects
- Exams: Test over every chapter, Exams consist of short answer, true/false, multiple choice
- Final Exam 10%:

(2) Grading Scale:

- Grade determined by Percentage of Total Points
- Grade Scale:

A	100 -- 93	A-	92-90		
B+	89 – 87%	B	86 – 83%	B-	82 – 80%
C+	79 – 77%	C	76 – 73%	C-	72 – 70%
D+	69 – 67%	D	66 – 63%	D-	62 – 60%
F	Below 60%				

(3) Enrichment/Extra Credit: There will be announced opportunities for extra credit. These generally occur in association with PTO meetings or after school functions sponsored by CVW. Students will sign up with instructor.

Make-Up Policy:

- Excused Absences (per school policy) will be allowed to make up work. For every one day missed, two days are allowed for makeup work. Absences determined by Attendance Office.

- Any unexcused/truancy absence will result in a zero grade for any assignment, quiz, or test missed.
- Late work will only be taken under special circumstances.

Instructor Expectations:

- Respect for fellow class members (and their individuality), the instructor and yourself. Translation, I will treat you with respect, and I expect the same. Class will be conducted in a manner that **reflects professional school decorum**, such as: punctual attendance, prior preparation, and the procedure of turning off **cell phones/pagers** and other similar devices.
- Unethical Behavior: In education, integrity is essential. Academic dishonesty (cheating) will not be tolerated and may result in course failure (see student handbook).
- Teacher's role; to help you be successful in this class, but **your success in this class will hinge largely on self-discipline and the quality & quantity of effort you apply.**
- Student Handbook & Student Conduct. The handbook clearly defines the district's expectation of student behavior, consequences, and due process. Although my expectations are stated above, the district's rules will come to bear when they are applicable and must, therefore, be considered a part of this syllabus.

Grade Status:

Students can check their ongoing grades on Infinite Campus. The instructor will print a hard copy of her grade book on a bi-monthly cycle to be posted in the classroom for consultation with students. The mid-term grade and your final grade (for Scott Community College) can only be accessed on-line (see "e-bridge" below).

To Be Successful In This Class:

Attendance: Daily participation in preschool classroom and daily work from the college textbooks cannot be duplicated in makeup work. These are "hands on" experiences that are necessary to participate in to achieve the classroom goals. Therefore, attendance is required in order to be successful in OCC.

Lesson Plans: Students are an intricate part of the preschool classroom by planning, implementing and evaluating their lesson plans for their classroom students.

Learning Activities: Participating in learning activities enriches, clarifies, and enhances the students' knowledge of subject matter for use in teaching the preschool students and in comprehension of their college material.

Instructional Procedures & Support: Students will need to be actively involved in the following: instructional procedures including observation in classrooms, working in the classrooms, silent reading, lecture, guided practice, independent teaching in a selected classroom, group planning and implementation of activities for children in the OCC preschool.

COURSE OUTLINE/CALENDAR (Term 1 or 3)

Scott Community College ECE 133 Child Health, Safety, and Nutrition:

For the following chapters from Health, Safety, and Nutrition for the Young Child, students will read and take individual and group notes, copy terms, participate in class discussions, do case study questions and chapter reviews:

Chapter 1: Interrelationship of Health, Safety, and Nutrition

Chapter 2: Promoting Good Health

Chapter 3: Health Appraisals

Chapter 4: Health Assessment Tools

Chapter 5: Conditions Affecting Children's Health
Chapter 6: The Infectious Process and Effective Control
Chapter 7: Communicable and Acute Illness: Identification and Management
Chapter 8: Creating Quality Environments
Chapter 9: Safety Management
Chapter 10: Management of Injuries and Acute Illness
Chapter 11: Child Abuse and Neglect

If time allows these chapters will also be covered during Terms 1 or 3:

Chapter 13: Nutritional Guidelines
Chapter 14: Nutrients That Provide Energy (Carbohydrates, Fats, and Proteins)
Chapter 15: Nutrients That Promote Growth of Body Tissues (Proteins, Mineral, and Water)
Chapter 16: Nutrients That Regulate Body Functions (Proteins, Minerals, Water, and Vitamins)
Chapter 20: Food Safety
Chapter 18: Feeding the Toddler and Preschool Child
Chapter 19: Planning and Serving Nutritious and Economical Meals

Term 1 and 3 will also cover the following from Working With Young Children textbook by doing Terms, Review and Reflects and Workbook Activities:

Chapter 1: You: Working with Young Children
Chapter 4: Understanding Children from Birth to Age Two
Chapter 5: Understanding Two- and Three-Year-Olds
Chapter 6: Understanding Four – and Five Year Olds
Chapter 30: Guiding Children with Special Needs
Chapter 21: Guiding Manuscript Writing Experiences
Chapter 17: The Curriculum
Chapter 15 Establishing Classroom Limits
Chapter 22 Guiding Math Experiences
Chapter 13 Developing Guidance Skills

Classroom Experiences for Terms 1 and 3 are as follows:

- Introduction and orientation to the CVW facilities, class and classroom procedures and policies and contract; Registration for SCC; Head Start Policies; Universal Precaution Training; Nurse discussion and presentation on policies and procedures at CVW; Confidentiality Training; Job Shadow Experiences; Visiting the preschool rooms and selecting a preschool room for teaching experiences.
- Developing and implementing developmentally appropriate lesson plans for their preschool room and for center time activities in the OCC room.

Course Outline/Calendar (Term 2 or 4)

Scott Community College ECE 243 Early Childhood Guidance

For the following chapters from Guiding Children's Social Development Theory to Practice, students will read and take individual and group notes; copy terms; participate in class discussions and chapter discussion questions; and perform selected rehearsal exercises from the Instructor's Manual and selected field assignments as they apply:

Chapter 1: Making a Difference in Children's Lives
Chapter 3: Building Positive Relationships Through Nonverbal Communication
Chapter 4: Promoting Children's Developing Sense of Self Through Verbal Communication
Chapter 5: Supporting Children's Emotional Development
Chapter 7: Enhancing Play
Chapter 8: Supporting Children's Friendships
Chapter 12: Handling Children's Aggressive Behavior

If time allows these chapters will also be covered during Terms 2 or 4:

Chapter 6: Supporting Children in Stressful Situations
Chapter 9: Influencing Children's social Development by Structuring the Physical Environment
Chapter 10: Fostering Self-Discipline in Children: Communicating Expectation and Rules
Chapter 11: Fostering Self-Discipline in Children: Implementing Solutions and Consequences
Chapter 13: Promoting Prosocial Behavior

Chapter 15: Making Ethical Judgments and Decisions

Chapter 14: Supporting Children's Development: Sexuality, Ethnicity, and Exceptional Needs

Term 2 and 4 will do the following work from Working With Young Children textbook doing Terms, Review and Reflects and Workbook Activities:

Chapter 14 Guidance Problems

Chapter 11 Planning Nutritious Meals and Snacks

Chapter 25 Guiding Food and Nutrition Experiences

Chapter 18 Guiding Art, Block Building, and Sensory Experiences

Chapter 23 Guiding Science Experiences

Chapter 26 Guiding Music and Movement Experiences

Chapter 24 Guiding Social Studies Experiences




Chapter 19 Guiding Storytelling Experiences

Chapter 20 Guiding Play and Puppetry Experiences

*Students will develop and implement developmentally appropriate lesson plans for their preschool rooms and for center time activities in the OCC room from each of the above chapters.

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