

**New Horizons Regional Education Centers
Career and Technical Education Center -CTEC
Early Childhood Education Program
1st Year Student Syllabus (Course #8285)
2nd Year Student Syllabus (Course #8286)**

Instructor: Penny Cooke
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The New Horizons Early Childhood Education program is designed to provide supervised learning for student trainees.

Certification: NOCTI (National Occupational Competency Testing Institute) Early Childhood Care and Education Assessment 3016 (**2nd Year Students Only**), www.nocti.org

Required Textbook: Text- Working with Young Children, Judy Herr and Student Activity Guide-Working with Young Children, Judy Herr

Additional readings: The Developing Child, Brisbane; Child Care Administration, Linda and Alan Nelson; Early Childhood Education Today, Morrison; and Caring for the Developing Child, Marhoefer and Vadnais

Philosophy:

The New Horizons Laboratory Preschool Program is designed to integrate children without disabilities into the Hampton City School System's existing Early Childhood Special Education Program. New Horizon's Laboratory Preschool Program will provide opportunities for children with disabilities to play, learn, and interact with their non-disabled peers. All the children will experience personal growth and learn to respect and appreciate others.

New Horizons' program is designed to provide young children with experiences, exploration, and interaction with interested caring adults. Based on this belief, the laboratory preschool is organized into learning centers to permit hands-on learning and exploration with a variety of materials. Individual differences are acknowledged through the levels of materials offered.

The goal of the laboratory program for children is to provide each child with opportunities to learn in an active environment, establish friendships with other children and adults, and appreciate individual differences. We want non-disabled children, their parents, and Early Childhood students, to fully experience disabled children as children first and recognize their abilities, competencies, and potentials.

The goal of the preschool program for high school students is to ensure that they are trained in a quality Child Care environment.

Early Childhood Personnel:

Penny Cooke, Early Childhood Education Instructor #766-1100 ext. 3349

Mary Kincaid, Early Childhood Special Education Teacher #766-1100ext. 3360

Hours of Instruction: **Two semesters@ 2 hours 20 minutes a day Monday through Friday for 180 days. **

7:40 a.m. - 10:00 a.m.

12:15 p.m. - 2:35 p.m.

Course Objectives:

1. To plan a safe and healthy learning environment.
2. To understand steps to advance children's physical and intellectual development.
3. To teach positive ways to support children's social and emotional development.
4. To establish positive and productive relationships with families.
5. To learn strategies to manage an effective program of operation.
6. To prepare for the profession.
7. To observe and record children's behavior.
8. To understand the principles of child growth and development.

Expectations:

1. A tuberculosis screening is mandatory. All students must submit documentation of a negative Purified Protein Derivative (PPD) or TB shot conducted within the last two years.

2. All students must be capable of caring out assigned duties and responsibilities, willing to accept training and supervision, being flexible, and able to communicate orally and in writing.

3. Attendance- To learn you must attend class. All students are expected to attend classes promptly every day and to remain for the entire class period. Success in school and in employment depends upon punctual and regular attendance. Five (5) absences mean No Credit for the marking period and three (3) tardies or early dismissals equal an absence. However, Home School absences (i.e. field trips, sports activities, etc...) are not included in these absences. ****Absence on your lab day will result in a "0" for the day (except with an excuse according to New Horizons Handbook).**

4. Grading- Grades are based on three areas: Employability, Related Instructions, and Competencies.

30% of your grade is based on what we consider "work habits" (employability skills). The following is a list of the Employability, skills that you will be graded on daily in the classroom and laboratory:

1. Communication
2. Use of time
3. Cooperation
4. Follow instruction
5. Work independent
6. Care of work place
7. Safety
8. Appearance
9. Problem-solving
10. Bring materials

50% of your grade is based on (related instruction) which may include projects, tests, quizzes, worksheets, and/or laboratory experience.

20% of your grade is based on (competencies) which involve various tasks that are relevant to the role of an early childhood teacher (hands-on assignments).

Grading Scale:

90-100=A

80-90= B

70-79= C

60-69= D

60 below= F

5. Materials- Every student must have the appropriate supplies for the Early Childhood Education program. These supplies will help you in developing your resource file, your portfolio, and in preparing for the National Occupational Competency Testing Institute (NOCTI) examination.

You must have the following:

*1 Loose leaf three ring binder

*Set of colored markers/Sharpie

*Glue or glue sticks

*Construction paper

*Scotch tape/masking tape

*Memory stick

*2 boxes of tissues

****These items are very important in working in our program, so you will be graded on your supply list periodically****

*Resource box

*Dividers

*Crayons

*Sheet Protectors

*Paper

*Pen/Pencils

*Journal book (2nd year)

6. Course Fees- All students are responsible for the following fees:

First year students–

\$16.00 FCCLA dues

\$12.00 Student activity guide

\$10.00 Food handler's card

\$25.00 CPR certification

= First year student fees total \$63.00.

Second year students–

\$16.00 FCCLA dues

\$19.00 NOCTI examination (All 2nd year students will take the NOCTI Post test).

= Second year student fees total \$35.00.

**** Students driving to New Horizons must purchase a parking decal \$25.00, lost decals \$15.00, and temporary for one day \$2.00.**

Early Childhood Student Preschool Laboratory Guidelines:

New Horizons Preschool Laboratory program is designed to help children grow socially, emotionally, and intellectually. Our day consist of a child centered environment that encourages learning through exploration.

Learning activities for our preschoolers are based on weekly and/or biweekly themes. We provide a monthly calendar, snack menu, and weekly/biweekly newsletters to keep parents informed of the activities for the week. The daily schedules include time for independent play, group activities, art, snack, stories, music, and outside play. Theme related field trips are scheduled for on and off campus, in which we encourage student and parent participation.

Our daily schedule includes a variety of interest areas. Children at this age learn best with active hands-on experiences and this can be incorporated through play.

Preschool Lab Attendance (closing):

The lab is open Monday through Friday of each week. Hours of operation are as follows: Morning class 7:30a.m.- 10:30a.m. Afternoon class 12:00p.m.- 3:00p.m. New Horizons Early Childhood Laboratory Program follows the Hampton City Public School calendar. The laboratory program will be closed when Hampton City Schools is closed, (including inclement weather and/or emergencies for Hampton City Schools).

Purpose and Goals:

- *To help each child develop a sense of independence.
- *To help children to get along with others and encourage empathy, and respect for others.
- *To establish and maintain a safe, healthy learning environment.
- *To promote good health and nutrition.
- *To use space and materials to encourage exploration and learning.
- *To provide activities and experiences according to the developmental levels and learning styles of children.
- *To develop a relationship with the child and their family.

Code of Ethics:

According to J. Sargeant Reynolds Community College and the public school systems of Hanover County, Henrico County, Richmond County "as a person who works with young children, I need to accept the responsibility for supporting the following standard that relate to the child, parent and family members, and myself".

A. Child

- *To respect each child as a human being.
- *To treat each child fairly regardless of race, sex, national origin, religion, family, social or cultural background.
- *To recognize unique potentials to be fulfilled within each child.
- *To accept different opinions of each child.
- *To recognize the child's right to ask questions and respond in such a manner as to enhance the child's cognitive development.
- *To help each child become independent in the pursuit of learning.
- *To protect the child from embarrassment.
- *To keep all information about a child confidential.

B. Parents and Family Members

- *To respect each child's parent and family members.
- *To maintain family value systems and pride in cultural-ethnic choices.

C. The Profession and Myself

- *To be professional as I continue to learn throughout life by seeking knowledge about new developments in Early Childhood by formal and informal means.
- *To recognize cultural value systems of or American way of life by seeking to understand and accept the chosen way of others.
- *To assist in meeting each child's need; as the child will make a future impact on our society.
- *To provide a model to demonstrate to young children how adults can create an improved way of living and learning through cooperation.
- *To share my skills and talents to young children.
- *To help all people (teachers and children) grow and learn well.
- *To refrain from making malicious statements about other persons.

Classroom Management:

- *Safety and Physical Welfare of the child is your first concern.
NEVER LEAVE A CHILD ALONE!!!
- *Attendance: Penalty for tardiness/absences- You are expected to be present for your assigned lab day unless you have notified the teacher ahead of time, if not you must call a teacher on the day you are out.
- *Model behavior expected of the children.
- *Discipline: Positive discipline is used in our Early Childhood setting.
- *** **Being prepared, organized, and consistent is the key to classroom management*****

Communication:

- *Use correct English at all times-remember you are a role model for our children.
- *Get the child's attention before speaking to him or her.
- *Keep your request or directions simple.
- *Give positive reinforcement. We praise and acknowledge appropriate behaviors.
- *Please feel free to talk to a teacher if you have any questions or concerns.
- *If you know you are going to be out of school on your lab day please tell your teacher and team members, so that your duty is covered for the day.

Appearance:

- * Dress for the job on lab days
- *Always wear a smock and name tag.
- *Refrain from wearing hoop earrings, nose rings, etc ... anything that could be pulled by a child.
*******REMEMBER YOU ARE WORKING WITH CHILDREN*******

Preschool Daily Schedule for: Morning session and Afternoon session

- **Arrival**
- **Centers** (Art, Block, Computer, Dramatic Play, Housekeeping, Large Motor, Manipulative, Sand/Water, Science)
- **Circle Time**

- **Music & Movement**
- **Group Lesson**
- **Outside Play**
- **Prepare for snack**
- **Snack**
- **Story Time**
- **Prepare for Home**

Early Childhood Education One – Course Sequence (subject to change)

First Semester

First Nine Weeks

Related Instruction

1. Handbook
2. Notebook
3. Materials
4. Procedures
5. Chapter 10 Promoting Children's Safety Test
6. Chapter 9 Selecting Toys, Equipment, and Materials Outline
7. Chapter 9 Test
8. Class work
9. Chapter 13 Guidance Skills Outline
10. Chapter 14 Guidance Problems Outline
11. Chapter 15 Establishing Classroom limits Outline
12. Chapter Test- Guidance
13. Chapter 17 Curriculum Outline
14. Chapter 17 Activity Guide

Competencies

1. Safety 1.1
2. Select Equipment 1.2
3. OSHA 1.3
4. Gloves and Hand-washing 1.4
5. Teach Safety 1.5
6. Emergency Drill 1.7
7. Safety Guidelines 1.10
8. Guidance 8.6

Second Nine Weeks

Related Instruction

1. Children Names
2. Outline Chapter 12 Guiding Children's Health
3. Physical Class Work
4. Plans
5. Plans
6. Lab
7. Physical Development 12(Caring for Developing Child)
8. Physical Development Quiz 12 Continued
9. Social Development 13(Caring for Developing Child)
10. Social Quiz
11. Emotional Development 14(Caring for Developing Child)
12. Emotional Quiz
13. Intellectual Development 15(Caring for Developing Child)

14. Intellectual Quiz
15. FCCLA-STAR Event

Competencies

1. Theorist
2. 2.5 Motor
3. 3.5 Music

Second Semester

Third Nine Weeks

Related Instruction

1. Lesson Plans
2. Lesson Plans
3. Chapter 4 Outline 0-2
4. Birth to 2 Reflex
5. Develop
6. Encourage
7. Birth to Two
8. 0-2 Motor
9. 0-2 Cognitive
10. 0-2 Social
11. Essay Student Role in Lab
12. STOP Violence Assembly
13. Chapter 5 Understanding Two and Three Year Olds Outline
14. Lesson Plans
15. Chapter 5 Review and Reflect
16. Two-Three Development
17. Two-Three Self Help
18. Two-Three Language

Competencies

1. Plans 7.2
2. Lab 7.1
3. 0-2 Years. 8.2
4. Two/Three 8.3

Fourth Nine Weeks

Related Instruction

1. Plans
2. Plans
3. Plans
4. Chapter 6 Understanding Four and Five Year Olds Outline
5. Chapter 6 Class Work
6. Chapter 12 Communicable Disease Quiz
7. Chapter 10 Report Abuse Form
8. Abuse Quiz
9. Chapter 30 Special Education Power Point
10. Special Education Review and Reflect

11. Plans
12. Development

Competencies

1. Truth about 4-5 year olds 8.4
2. Math 2.1
3. Block 3.6
4. Communication 1 11
5. Assessment 7.3/8.1
6. Abuse 34
7. Drama 3.3
8. Special Education 8.7
9. License 5.1
10. Equipment 5.4
11. Design 5.2
12. Material 5.3
13. Daily Schedule 5.5
14. Curriculum 5.6
15. Science 2.2
16. Social 2.3
17. Writing 3.4
18. Art 3.1
19. Newsletter 4.1
20. First Aid 1.8
21. CPR 1.9
22. FCCLA 3

Early Childhood Education Two- Course Sequence (subject to change)

First Semester

First Nine Weeks

Related Instruction

1. Handbook
2. Notebook
3. Materials
4. Procedures
5. Chapter 10 Promoting Children's Safety Test
6. Chapter 9 Selecting Toys, Equipment, and Materials Outline
7. Chapter 8 Preparing the Environment Outline
8. Creative Curriculum/Virginia Foundation Blocks
9. Chapter 9 Test
10. Class work
11. Creative Curriculum/Virginia Foundation Blocks
12. Creative Curriculum/Virginia Foundation Blocks
13. Chapter Test- Chapter 13,14,15 Guidance
14. Lab
15. Creative Curriculum/Virginia Foundation Blocks

16. Introduction to NOCTI

Competencies

1. Safety 1.1
2. Select Equipment 1.2
3. OSHA 1.3
4. Gloves and Hand-washing 1.4
5. Teach Safety 1.5
6. Emergency Drill 1.7
7. Guidelines 10
8. Curriculum 5.2

Second Nine Weeks

Related Instruction

1. Creative Curriculum/Virginia Foundation Blocks
2. Creative Curriculum/Virginia Foundation Blocks
3. Children Names
4. NOCTI practice classwork
5. Creative Curriculum/Virginia Foundation Blocks
6. Creative Plans
7. Plans
8. FCCLA-STAR Event

Competencies

1. 5.6 Creative Curriculum/Virginia Foundation Blocks
2. NOCTI Pre-Test
3. NOCTI Post-Test

Second Semester

Third Nine Weeks

Related Instruction

1. Journal
2. Feb Journal
3. March Journal
4. Journal Book
5. STOP Violence Assembly

Competencies

1. Math 2.1
2. Science 2.2
3. Social 2.3
4. Food 2.4
5. Games 2.5
6. Art 3.1
7. Story 3.2
8. Drama 3.3

9. English 3.4
10. Music 3.5
11. Computer

Fourth Nine Weeks

Related Instruction

1. Journal
2. Chapter 3 Assessment Outline
3. Journal
4. Journal
5. Journal
6. Development

Competencies

1. Assessment 7.3
2. License 5.1
3. Equipment 5.4
4. Parent Handbook 4.2
5. Placement Contract 9.1
6. Work 9.2
7. Placement Evaluation 9.3
8. First Aid 1.8
9. CPR 1.9
10. FCCLA 3

Early Childhood Education One – Course Sequence (subject to change)

First Semester

First Nine Weeks

Related Instruction

15. Handbook
16. Notebook
17. Materials
18. Procedures
19. Chapter 11 Promoting Children's Safety Test
20. Chapter 10 Selecting Toys, Equipment, and Materials Outline
21. Chapter 10 Test
22. Class work

23. Chapter 14 Guidance Skills Outline
24. Chapter 15 Guidance Challenges Outline
25. Chapter 16 Establishing Classroom limits Outline
26. Chapter Test- Guidance
27. Chapter 18 Curriculum Outline
28. Chapter 18 Activity Guide

Competencies

9. Safety 1.1
10. Select Equipment 1.2
11. OSHA 1.3
12. Gloves and Hand-washing 1.4
13. Teach Safety 1.5
14. Emergency Drill 1.7
15. Safety Guidelines 1.10
16. Guidance 8.6

Second Nine Weeks

Related Instruction

16. Children Names
17. Outline Chapter 13 Guiding Children's Health
18. Physical Class Work
19. Plans
20. Plans
21. Lab
22. Physical Development Chapter 12 (Caring for Developing Child)
23. Physical Development Quiz Chapter 12 Continued
24. Social Development Chapter 13 (Caring for Developing Child)
25. Social Quiz
26. Emotional Development Chapter 14 (Caring for Developing Child)
27. Emotional Quiz
28. Intellectual Development Chapter 15 (Caring for Developing Child)
29. Intellectual Quiz
30. FCCLA-STAR Event

Competencies

4. Theorist
5. 2.5 Motor
6. 3.5 Music

Second Semester

Third Nine Weeks

Related Instruction

19. Lesson Plans
20. Lesson Plans
21. Chapter 5 Outline Birth- 2
22. Birth- 2 Reflex
23. Develop

24. Encourage
25. Birth to Two
26. Birth- 2 Motor
27. Birth- 2 Cognitive
28. Birth- 2 Social
29. Essay Student Role in Lab
30. STOP Violence Assembly
31. Chapter 6 Understanding Two and Three Year Olds Outline
32. Lesson Plans
33. Chapter 6 Review and Reflect
34. Two-Three Development
35. Two-Three Self Help
36. Two-Three Language

Competencies

5. Plans 7.2
6. Lab 7.1
7. 0-2 Years. 8.2
8. Two/Three 8.3

Fourth Nine Weeks

Related Instruction

13. Plans
14. Plans
15. Plans
16. Chapter 7 Understanding Four and Five Year Olds Outline
17. Chapter 7 Class Work
18. Chapter 8 Communicable Disease Quiz (Caring for Developing Child)
19. Chapter 11 Report Abuse Form
20. Abuse Quiz
21. Chapter 31 Special Education Power Point
22. Special Education Review and Reflect
23. Plans
24. Development

Competencies

23. Truth about 4-5 year olds 8.4
24. Math 2.1
25. Block 3.6
26. Communication 1 11
27. Assessment 7.3/8.1
28. Abuse 34
29. Drama 3.3
30. Special Education 8.7
31. License 5.1
32. Equipment 5.4
33. Design 5.2
34. Material 5.3
35. Daily Schedule 5.5

36. Curriculum 5.6
37. Science 2.2
38. Social 2.3
39. Writing 3.4
40. Art 3.1
41. Newsletter 4.1
42. First Aid 1.8
43. CPR 1.9
44. FCCLA 3

Early Childhood Education Two- Course Sequence (subject to change)

First Semester

First Nine Weeks

Related Instruction

17. Handbook
18. Notebook
19. Materials
20. Procedures
21. Chapter 11 Promoting Children's Safety Test
22. Chapter 10 Selecting Toys, Equipment, and Materials Outline
23. Chapter 9 Preparing the Environment Outline
24. Creative Curriculum/Virginia Foundation Blocks
25. Chapter 10 Test
26. Class work
27. Creative Curriculum/Virginia Foundation Blocks
28. Creative Curriculum/Virginia Foundation Blocks
29. Chapter Test- Chapter 14,15,16 Guidance
30. Lab
31. Creative Curriculum/Virginia Foundation Blocks
32. Introduction to NOCTI

Competencies

9. Safety 1.1
10. Select Equipment 1.2
11. OSHA 1.3
12. Gloves and Hand-washing 1.4
13. Teach Safety 1.5
14. Emergency Drill 1.7
15. Guidelines 10
16. Curriculum 5.2

Second Nine Weeks

Related Instruction

9. Creative Curriculum/Virginia Foundation Blocks

10. Creative Curriculum/Virginia Foundation Blocks
11. Children Names
12. NOCTI practice class work
13. Creative Curriculum/Virginia Foundation Blocks
14. Creative Plans
15. Plans
16. FCCLA-STAR Event

Competencies

4. 5.6 Creative Curriculum/Virginia Foundation Blocks
5. NOCTI Pre-Test
6. NOCTI Post-Test

Second Semester

Third Nine Weeks

Related Instruction

6. Journal
7. Feb Journal
8. March Journal
9. Journal Book
10. STOP Violence Assembly

Competencies

12. Math 2.1
13. Science 2.2
14. Social 2.3
15. Food 2.4
16. Games 2.5
17. Art 3.1
18. Story 3.2
19. Drama 3.3
20. English 3.4
21. Music 3.5
22. Computer

Fourth Nine Weeks

Related Instruction

7. Journal
8. Chapter 3 Assessment Outline
9. Journal
10. Journal
11. Journal
12. Development

Competencies

11. Assessment 7.3

12. License 5.1
13. Equipment 5.4
14. Parent Handbook 4.2
15. Placement Contract 9.1
16. Work 9.2
17. Placement Evaluation 9.3
18. First Aid 1.8
19. CPR 1.9
20. FCCLA 3