

2016 Course Syllabus Early Childhood Curriculum II

Instructor: Blythe Barber bbarber@dbgschools.org

[Remind App](#) [Username 81010](#) [Class Code @dfc54b3fb](#)

Course Description:

This course introduces the excitement and extensiveness of math and science experiences in programs for young children. It presents an organized, sequential approach to creating a developmentally appropriate math and science curriculum, for preschool and primary school children. Activities are presented in a developmental sequence designed to support young children's construction of the concepts and skills essential to a basic understanding of mathematics and science. A developmentally appropriate approach to assessment is stressed. Emphasis is placed on three types of learning: naturalistic, informal, and structured.

***COMMENT* This Course is credited towards a degree in early childhood education at NICC and their affiliated schools. This is a concurrent enrollment course in which the student will receive 3 college credits in addition to high school credit.**

National Standards:

- 4.1 Analyze career paths within early childhood, education, and 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.

Assessments:

Student progress and knowledge will be assessed through various combinations of the following: group participation, daily work, quizzes, exams, presentations, projects, reports, model lessons, role playing, and field research and reflections.

Grading Scale:

This course receives concurrent credit for high school and college, however, both educational institutions may not share the same grading scale. The following shows that difference. The instructor reserves the right to require a student to revise any assignment that does not demonstrate college level ability.

NICC Grading Scale

<u>College Credit Grading Scale</u>				
100 - 94 A	89 - 87 B+	79 - 77 C+	69 - 67 D+	Below 60%
93 - 90 A-	86 - 84 B	76 - 74 C	66 - 64 D	is
	83 - 80 B-	73 - 70 C-	63 - 60 D-	Failing

High School Grading Scale

<u>Senior High School Credit Grading Scale</u>				
100 - 93 A	89 - 87 B+	79 - 77 C+	69 - 67 D+	Below 60%
92 - 90 A-	86 - 83 B	76 - 73 C	66 - 63 D	is
	82 - 80 B-	72 - 70 C-	62 - 60 D-	Failing

Formatted: Space After: 4.45 pt

Formatted: Space After: 4.45 pt

****Student MUST obtain a MINIMUM grade of 70%
in order to receive College Credit****

***60% to 69% will still be passing for credit towards graduation requirements at
Senior High School but will NOT be excepted for college credit****

Content:

Sections

1. Concept Development in Mathematics and Science
2. Fundamental Concepts and Skills
3. Applying Fundamental Concepts, Attitudes, and Skills.
4. Symbols and Higher-Level
5. Mathematics Concepts and Operations for the Primary Grades
6. Using Skills, Concepts, and Attitudes for Scientific Investigations in the Primary Grades
7. The Math and Science Environment

Instructional Strategies:

The following represent a variety of instructional strategies that maybe/will be used but are not limited to only these: textbook, supplemental handouts, lectures, guest speakers, discussion groups, group projects, individual projects, research papers/projects, multimedia, computers and hands-on experiences.

Resources:

Textbook: Charlesworth & Lind, Math and Science for Young Children, Cengage. 7th. Ed. 2013
The Mailbox Idea Magazine for Teachers, The Education Center, LLC.
Additional Resource Materials as needed.

Expectations—Academic & Behavior:

(Note: This class is bound by NICC behavior & academic standards and the instructor will work within those parameters)

Daily attendance is vital to success in this class. Students must confer with the instructor outside of class time to obtain missed information. Long-term assignments will not be given additional time due an absence, however, short-term assignments may or may not be extended.

Plagiarism: Cheating or Plagiarism will result in either no credit for the assignment or a required revision (revision will not be able to receive more than an “A-”) Plagiarism is unethical and wastes a valuable opportunity to learn along with being illegal. Please follow a code of professional conduct to be an honest teacher with integrity.

Due Dates: Assignments, presentations, and projects are expected to be turned in ON TIME. Inability to complete these on time will result in loss of partial points or all points.

Make-up Tests: It is the student’s responsibility to schedule an equally conducive date between instructor and student to make-up any test missed within the timeframe required by the instructor.

Behavior: Please refer to student hand book for school rules and conduct. In addition, students will be required to conduct themselves at college level behavior since they are learning to be teachers (ie: respect for everyone, positive outlooks, positive comments, no drama, politeness, manners, concentrated care and concern for others before self, professionalism)

Communication Plan:

Power School Remind Emails Possible Web Page Phone Calls

Supplies

Paper pencils creative mind computer access
Blue/black ink folder OneDrive access

Classroom Management

No gum outside mouth No beverages but water No feet on chairs
No additional food unless given permission