

Preschool Education Overview

Content Area: **Family/Consumer Science**
Course(s): **PRESCHOOL EDUCATION (TEACHING LABORATORY)**
Time Period:
Length: **180 Days (360 periods)**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

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Course Adoption: 4/21/1986

Curriculum Adoption: 4/21/1986

Date of Last Revision Adoption: 9/1/2017

Course Overview

COURSE DESCRIPTION

In this double period-full year course, students plan, teach and observe in a laboratory preschool setting for children ages 3-5years. Prior to the arrival of the preschoolers in the Fall study is devoted to child development, guidance techniques, teaching methods, observational techniques, scheduling and routines needed to work with the preschool aged child. This unique course allows the students to apply their new skills and concepts to conduct and supervise a preschool. Students will continue to learn, plan and develop with the opportunity to practice these skills in storytelling, creative movement, art, music and theme teaching. The students gain confidence, knowledge and skills to assist in careers relating to children but an exceptional opportunity for those students who are interested in teaching.

During the year students are taught the basics, theory, philosophy, lesson plan development and execution. Once the preschoolers arrive in the Fall they are in attendance for three days a week. When preschoolers are not present preparation and planning for the week's lessons occur.

COURSE SCOPE AND SEQUENCE

Sequential Unit Description	Associated CPI's to be Achieved	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1 Welcome (Introduction)			
Students will be able to:			
<ul style="list-style-type: none"> Describe course requirements, grading, scope and sequencing of preschool and characteristics of being a good teacher 	CRP.4		<ul style="list-style-type: none"> Foundations Writing component
<ul style="list-style-type: none"> Follow the guidelines for helping children develop writing skills and understand the importance of manuscript. 	WPK-1 WPK-2		<ul style="list-style-type: none"> Writing sample Peoples recipe Spider project(optional)
	9.3.12.ED.2	5-6 days	<ul style="list-style-type: none"> Gratitude journal entries
<ul style="list-style-type: none"> Course packet /Welcome bag 	9.3.12.ED-ADM.5		<ul style="list-style-type: none"> Conducting Show and Tell (optional)
<ul style="list-style-type: none"> Intro Itsy Bitsy spider (finger Play song) & Intro to Spider project (optional) 	9.3.12.ED-TT.4 9.3.12.ED.TT.5		<ul style="list-style-type: none"> Finger Play Project
<ul style="list-style-type: none"> Writing – Chapter 21 			
<ul style="list-style-type: none"> Intro Foundations 			

writing component

- Understand and recognize Characteristics of a successful teacher- Why I teach, 14 things that matter most.
- Importance of positive self-esteem, role model, characteristics to help self-esteem, Intro Gratitude journal.
- How do children learn-sentence strips
- Classroom management recipe for success
- How to conduct a successful Show & Tell
- Each high school student will share a personal item that reveals a talent or interest that makes them unique.
- Introduced to Finger Play songs and project

Unit 2 Types of Child Care Programs

Students will determine the different types of child care programs and the roles these schools play in the development of a child

- Types of Early Childhood Programs
- Textbook, Chapter 2

CPR11

CPR2

9.2.8.B.3

9.3.12.ED.5

9.3.HU-FAM.2

5-6 Days

- Class discussion and participation
- Completion of class work
- Group Assignment-teaching philosophy and presentation

- Article – Pick the Right Preschool-Worksheet
- Video- Bev Bos- Evaluate her teaching philosophy
- Video- Better Baby Institute- Evaluate their teaching philosophy
- Students will begin to set up classroom
- Guest Speaker- upon availability
- Tenet of Philosophy in Early Childhood
- Group Teaching philosophy

- Presentation & time properly utilized to begin finger play project

Unit 3 Stages of Development

Students will determine the PIES (Physical, Intellectual, Emotional Social) challenges of the developing child.

- Stages of Development- Worksheets & Handouts 9.3.HU-ED.1
- Developmental Benchmark 9.3.HU-ED.7
- Preschool – DVD 9.3.12.ED.TT.9
- Fine and gross motor skills
- Text Chapter 6 and activity C
- Current preschool articles /shared

4-5 Days

- Preschool Quiz
- Interpretation of selected articles and responses.
- Class discussion and participation.
- Completion of class work

Unit 4

A. Indirect/Direct Guidance

Students will determine what indirect and direct guidance means and the impact it has on preschooler

CRP.1

CRP.8

- Behavior traits 9.3.12.ED.ADM.2
- Positive guidance, developing guidance-statements and situations 9.3.12.ED.TT.10
9.3.12.ED.TT.11
- Guidance and limits definitions- Textbook, Chapter 14 9.3.HU-ED.7
- Promoting positive behavior
- DVD Nanny 911

3-4 Days

- Class discussion and participation
- Completion of class work
- Graded Nanny 911 questionnaire

Unit 4

B. Guidance Problems

Students will determine ways to assist and guide inappropriate behavior, which will assist in limiting misbehavior

CRP.1

CRP.8

9.3.12.ED.ADM.2

- Chapter 15- Guidance Problems 9.3.12.ED.TT.10
9.3.12.ED.TT.11
- Guidance problems worksheet & activity 9.3.HU-ED.7
- Review

2 Days

- Guidance skills test
- Chapter 15 worksheet

Unit 5 Introduction to Art / Sensory Activities

0.1.PA.1

Students will:

01.PA.3

- Experience different types of hands on sensory manipulative to include play dough, craft clay and 9.3.12.ED.PS.2
9.3.12.ED.TT.4

3-Days

(Ongoing)

- Co-operative group play
- Ability to create the different sensory products
- Completion of

‘flubber’

- Determine the importance of water play in a preschool classroom

Tactile, definition, and application in the preschool room

- Chapter 19- preschool art /worksheet
- Variety of recipes
- Make from scratch play dough, craft clay and flubber
- Explore the many uses which will assist in art and manipulative areas.
- Water play article and worksheet
- Different types of tool, rules and proper set up
- Easel Set-up/various activities
- Experience setup and execution of art activities
- Everything you want to know about art/ paper
- Paper samples

corresponding water play, Easel worksheet

- Proper identification and sample varieties of art paper
- Preschool Art quiz

Unit 6 Portfolio, Block Plan and Rubric

9.3.12.ED.TT.2

Students will:

9.3.12.ED.2

- Determine the importance of observing children,

9.3.12.ED.10

6-7 Days

(Ongoing)

- Completion of sample observations, narratives and rubrics for validation of understanding

writing a narrative,
grading rubrics and
the forms they are to
use in EBHS
preschool

- Become aware of classroom rules, centers and procedures which applies when preschool is in session
- Textbook Chapter 3- Sample observations, narratives and rubric
- Define different types of observations
- Limitations as it applies

- Completion of types of observations worksheet
- Graded Preschool child test
- Exploration and interpretation of the centers and objectives
- Successful completion of plan sheet and preparation of learning center

to the preschooler and the high school student.

- Portfolio requirements
- Block Plan / Centers/ Objectives
- Blooms Taxonomy
- Preschool child test

Unit 7

A. Teaching Requirements

Students will prepare teaching objectives: prepare, execute and self assess weekly teaching assignment

- Teaching plan/ Portfolio log 9.3.12.ED.5
- Block plan 9.3.12.ED.2
- Create lessons and objectives 9.3.12.ED.ADM.3
- Prepare and organize materials for each 9.3.12.ED.TT.4

(Alternating weeks teaching vs. observations)

All required teaching days

- Teaching rubric
- Teaching plan

lesson

- Complete self assessment/reflection sheet

Unit 7

B. Observation Requirements CPR.12

Students will observe and prepare specific lessons suitable to meet the needs of their specific child	9.3.12.ED.TT.1 9.3.12.ED.TT.3 9.3.12.ED.TT.9	(Alternating weeks teaching vs. observations)	• Observation rubric • Observation plan
• Narrative /interpretation	9.3.12.ED.ADM.2.9.3.12.ED.ADM.3		
• Assessment of child ability	9.3.12.ED.ADM.4 9.3.12.ED.ADM.5	All required observation days	
• One on one lessons			

Unit 7

C. Learning Center Objectives and Set Up

Students will Determine the requirements of the learning center, setup and objectives for the preschooler	CRP.12 9.3.12.ED.TT.1 9.3.12.ED.TT.3		
• Learning center objectives	9.3.12.ED.TT3		• Student's ability to explore and identify objectives learned at each center.
• Learning center group tour	9.3.12.ED.2 9.3.12.ED.5	1-2 days	
• Blooms Taxonomy	9.3.12.ED.ADM.3		
• Learning center responsibility Hand out	9.3.12.ED.ADM.5		
• Learning Center student created DVD			

Unit 8 Orientation Parent-Preschooler

CPR.12
9.3.HU.FAM.2

- Working

Students will:	9.3.12.ED.TT.5	2 Days	cooperatively with others
<ul style="list-style-type: none"> • Determine expectations and responsibilities needed to properly execute parent/student orientation • Implement a planned lesson, which reflects assigned activities during parent orientation. • Daily schedule – drop off, pick up • Block plan-responsibilities-set up /snack • Brainstorm behavior issues that they may be confronted with on first day of school • Classroom procedures 			<ul style="list-style-type: none"> • Proper execution and follow thru of block plan • Chapter 14 – worksheet

Unit 9 Guided Reading

Students will:

Determine the various techniques to telling a story

<ul style="list-style-type: none"> • Why we use story books • 100 children’s book list & criteria for selecting • East Brunswick Librarian speaker • Guided Reading / High frequency words • How to tell a story & the many ways to tell a story 	<p>RLK.10</p> <p>RLPK.6</p> <p>RLPK.7</p> <p>RLPK.10</p> <p>RFPK.1 abcd</p> <p>RFPK.2 abcd</p>	<p>5-6 Day</p> <p>(Ongoing)</p>	<ul style="list-style-type: none"> • Class discussion and participation. • Storytelling assignment and rubric • Proper application in selecting books
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- Partner Reading Handout
- Develop an overall knowledge of the Guided reading program via district Language Arts supervisor
- Storytelling presentation

Unit 10 Introduction to Math

Student will :

Explore the multiple content strands through the Everyday Math Curriculum

-Determine the importance of manipulative as it relates to Everyday Math curriculum

4.3.2

KCCA

- Math experience

work sheet

- Recognize the different math manipulative and how they are used to teach a specific math concept

KCCB

K.MD.A

Introduction

- Ability to develop proper age appropriate Math activities

-Recognize the different math manipulatives and how they are used to teach specific math concepts.

K.MD.B

K.G.A

(Ongoing)

- Proper Identification and location of Math manipulatives with in the classroom

K.G.B

-Determine and relate math vocabulary used in preschool setting

9.3.12.ED.PS.2

-Assess individual student's skills to plan developmentally appropriate math activities.

9.3.12.ED.TT.4

-Develop an overall knowledge of the Everyday math curriculum via district Math supervisor

Unit 11 Introduction to

5.1.1

Introduction

- Method of

Science	5.1.3	(Ongoing)	teaching Science worksheet
	5.2.1		
Students will:	1.3.PA.1		• Guided Science experiment worksheet
Describe the term science and why it is studied	1.3.PA.2		
	1.3.PA.3		
-Role of teaching guided science experience	1.3.PA.4		• Science article(s)
-Compile a variety of age appropriate science activities and the methods used	1.3.PB.3		
-Develop an understanding of the senses used when exploring the sciences	9.3.12.ED.PS.2		
Science experiences:	9.3.12.ED.TT.4		
--Chapter 24 guided Science experiences			
-Methods used to teach science in the preschool classroom			
-How to guide science experience			
-Develop an overall understanding of the science curriculum via a district science supervisor			
Unit 12-			
Introduction to Music	1.3.PA.1		
Students will :	1.3.PA.2		• Guiding Music in preschool Handout
-Determine the benefits of music experience and the teacher's role	1.3.PA.3		
	1.3.PA.4	3-4days	• Song selection activity worksheet
		(Ongoing)	
-Identify a variety of rhythm instruments	1.3.PB.3		• Creative instrument activity and hand out
-Execute a variety of music activities	9.3HU.ED.1		

View DVD "Drumline",
 "Mr. Holland Opus" so that
 the students understand they
 must learn to follow before
 they lead.

-Pantomiming and creative
 movement group activity.

-Chapter 27- Guiding Music
 and Movement Experience
 Unit 13 Stages of Play

Students will determine the
 various level of social
 participation and the stages of
 play

- DVD- Preschoolers
 Social and Emotional
 Development 05.PA.1
- Article "Dramatic
 Play A child's World" 05.PA.2
- Definitions of the
 stages of play 9.3.HU.ED.7
- Work in groups to act
 out the stages of play
- Match preschooler to
 types of play

3-4 Days

- Class participation,
 discussion and worksheet
- Group cooperation
- Execution of
 acting out stages
 of play
- Quiz- Types of
 play

Unit 14 Media
 Center/Technology

Students will experiment and
 compare different websites
 appropriate for preschoolers CRP11

- Introducing preschool
 websites (games,
 crafts, snacks, lesson
 plans) 8.1.PA.2
- 8.1.PA.3
- 8.1.PA.4
- Research assignment 8.1.1.A.1

1-2 Day
 (Ongoing)

- Preschool website
 assignment sheet
- Proper usage of
 Smart Board to
 successfully
 execute lessons

Students will develop an
 understanding and the
 application needed to execute
 lessons on the Smartboard

Unit 15 Special Needs

Students will define working with children with special needs, research special needs topic, and understand how to approach parents and the role teacher's play

- | | | | | |
|--|---------------------------|--|-----------|---|
| <ul style="list-style-type: none"> • Chapter 31-Guiding children with special needs | | | | <ul style="list-style-type: none"> • Special needs presentations and brochures |
| <ul style="list-style-type: none"> • F.A.T City video and folders | 9.3.12.ED.PS.3 | | | <ul style="list-style-type: none"> • Class participation and discussions |
| <ul style="list-style-type: none"> • Working with children special needs worksheet | SL.11.12.15
SL.11.12.1 | | 12-14days | <ul style="list-style-type: none"> • Attentiveness to guest speakers |
| <ul style="list-style-type: none"> • View assortment of videos to support curricula Dyslexia, Autism, Tourettes, C.P., Dwarfism | | | | <ul style="list-style-type: none"> • Student participation with hands-on F.A.T City activities |
| <ul style="list-style-type: none"> • Special guest speakers | | | | |
| <ul style="list-style-type: none"> • Special needs project/brochure | | | | |

Unit 16 Case Study-Preschool student

Students will complete a final assessment of assigned preschooler.

- | | | | | |
|--|----------------|--|--------|--|
| | 9.3.12.ED.2 | | | <ul style="list-style-type: none"> • Rough Draft Rubric |
| -Observation notebooks | 9.3.HU.ED.7 | | | |
| -Developmental charts | 9.3.12.ED.TT.2 | | 5 days | <ul style="list-style-type: none"> • Final Rubric |
| -Child's application | | | | |
| -Readiness charts completed throughout the year | | | | |
| Unit 17- Graduation/Memory book/Preschool report cards | CPR.11 | | | <ul style="list-style-type: none"> • Completed memory book meeting criteria |
| Students will reflect on the year creating a collection of | CPR.12 | | 5 days | |

their work and memories through the year

9.3.12.ED.3

9.3.12.ED.1

-Use portfolios, observations, child development , assessment and yearly handouts

9.3.12.ED.2

-Develop a personal note to assigned students preschooler

-Collaboratively complete preschoolers report card

-Practice and prepare for graduation

Unit 18 Yearly Projects

Themed Lesson Plan Project

- Students will develop an interactive lesson by writing, researching , creating visual aids and using technology/smart board to be used as the daily lesson
- Develop and understand the requirements of an interactive lesson and the topics that may be selected for the themed lesson

CPR.6

CPR.11

CPR.12

9.3.12.ED.TT.3

9.3.12.ED.TT.4

9.3.12.ADM.3

15 days

- Corresponding worksheet(s)

- Create a lesson plan

- Teaching a lesson plan

CRP.6

CRP.11

CRP.12

3-4 days

Manipulative /Mid-term

Students will work in small group to create either a manipulative or a felt board story that can be used by both preschoolers and student teachers

9.3.12.ED.PS.2

9.3.12.ED.TT.4

- Create a themed lesson plan project / rubric
- Self and Group Reflection

- Presentation of project and rubric

- Creating a hands on project for preschoolers to use in classroom (math, language,science)
- Create a lesson plan to correspond with selected manipulative project.

Unit 20 Preschool
Portfolio/Final Project

- Follow specific guidelines in developing a portfolio in a scrapbook format that encompasses the year as a preschool student teacher.

CRP..11			
9.3.12.ED ..2			
9.3.12.ED..10		5 days	Proficiency (Summative) Assessments
- A personal reflection paper to be no less than half typed page

CONTENT FOCUS AREA AND COURSE NAME

Course Name: Preschool Education, #1362

Course Number	School Numbers	Course Level	Grads(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1362	050	S	11-12	10	420	E	04/21/86

Textbooks and Other Resources

COURSE RESOURCES

The Mailbox magazine

The Big Book of Pre-K Learning CentersScholasticISBN 13 978-0-439-56920-0

Everyday Mathematics Pre-K. McGraw Hill Wright Group 2007

Wilson Foundations

Creative Resources for the Early Childhood Classroom 2000. Judy Herr ISBN 0-7668-0543-3

Videos

The Better Baby Institute. Discovery Health. 2004

Bev Bos Starting at Square One. 1994. Turn The Page Press Inc.

F.A.T. City -Lavoie

Little People, Big World. Discovery Health. 2004

Cerebral Palsy King Gimp. Discovery Health. 2004

Conjoined Twins. Discovery Health. 2004

Preschoolers: Physical Development 2008

Social and Emotional Development

Cognitive Development

The Ron Clark Story 2006 Marvista Entertainment

Mr. Holland's Opus 1995 Buena Vista Pictures

Drumline 2000 Fox

Temple Grandin 2010 HBO film

Front of the Class 1998 Hallmark Hall of Fame

Beyond the BlackBoard 2014 Hallmark Hall of Fame

Standards

9.3. 12.ED-TT.7	Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or

	procedures.
9.3.12.ED.4	Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.6	Analyze ethical and legal policies of professional education and training practice.
9.3.12.ED.7	Explain legal rights that apply to individuals and practitioners within education and training settings.
9.3.12.ED.9	Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED.11	Demonstrate group management skills that enhance professional education and training practice.
9.3.12.ED-ADM.1	Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
9.3.12.ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
9.3.12.ED-ADM.3	Create instructional programs to meet the learning organization's objectives.
9.3.12.ED-ADM.4	Identify instructional practices that meet the learning organization's objectives.
9.3.12.ED-ADM.5	Model leadership skills for personnel in order to improve the performance of the learning organization.
9.3.12.ED-ADM.6	Identify operations to meet the learning organization's objectives.
9.3.12.ED-ADM.7	Plan strategically to meet the learning organization's objectives.
9.3.12.ED-ADM.8	Apply internal and external resources to meet the learning organization's objectives and learner needs.
9.3.12.ED-ADM.9	Describe advocacy strategies to promote the learning organization's needs.
9.3.12.ED-PS.1	Identify strategies, techniques and tools used to determine the needs of diverse learners.
9.3.12.ED-PS.2	Implement methods to enhance learner success.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.
9.3.12.ED-PS.4	Identify resources and support services available in the learning organization to enhance the learning environment.
9.3.12.ED-TT.1	Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
9.3.12.ED-TT.2	Employ knowledge of learning and developmental theory to describe individual learners.
9.3.12.ED-TT.3	Use content knowledge and skills of instruction to develop standards-based goals and assessments.
9.3.12.ED-TT.4	Identify materials and resources needed to support instructional plans.
9.3.12.ED-TT.5	Establish a positive climate to promote learning.
9.3.12.ED-TT.6	Identify motivational, social and psychological practices that guide personal conduct.
9.3.12.ED-TT.8	Demonstrate flexibility and adaptability in instructional planning.
9.3.12.ED-TT.9	Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
9.3.12.ED-TT.10	Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

9.3.12.ED-TT.11	Implement strategies to maintain relationships with others to increase support for the organization.
MA.K.G.A	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
MA.K.G.B	Analyze, compare, create, and compose shapes.
MA.K.CC.A	Know number names and the count sequence.
MA.K.CC.B	Count to tell the number of objects.
MA.K.MD.A	Describe and compare measurable attributes.
MA.K.MD.B	Classify objects and count the number of objects in each category.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
SCI.PK.5.1.P.A.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
SCI.PK.5.1.P.B.2	Use basic science terms and topic-related science vocabulary.
SCI.PK.5.2.P.A.1	Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.
VPA.1.3.P.A.1	Move the body in a variety of ways, with and without music.
VPA.1.3.P.A.2	Respond to changes in tempo and a variety of musical rhythms through body movement.
VPA.1.3.P.A.3	Participate in simple sequences of movements.
VPA.1.3.P.A.4	Define and maintain personal space, concentration, and focus during creative movement/dance performances.
VPA.1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
TECH.8.1.P.A.1	Use an input device to select an item and navigate the screen.
TECH.8.1.P.A.2	Navigate the basic functions of a browser.
TECH.8.1.P.A.3	Use digital devices to create stories with pictures, numbers, letters and words.
TECH.8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
TECH.8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Grading and Evaluation Guidelines

GRADING PROCEDURES

In terms of proficiency level the East Brunswick grades equate to:

- A Excellent - Advanced Proficient
- B Good Above Average - Proficient
- C Fair - Proficient
- D Poor - Minimally proficient
- F Failing - Partially Proficient

COURSE EVALUATION

Each quarter students will be evaluated with tests and programming assignments using a total point basis to determine the quarter average. The semester/course average will be a weighted average of the 2 quarter averages (40% each) and a final exam (20%); in a full year course, each quarter is worth 20% of a student's final grade and each exam (midterm & final) is worth 10% of the student's final grade.

Course achievement will be evaluated based on the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final grades, and where relevant mid-term and final exams, will be analyzed by staff for the total cohort and for sub-groups of students to determine course areas requiring greater support or modification.

Attitude, Cooperation, Effort- 20%

Observation//narrative- 30%

Teaching- 30%

Test/ Quizzes, Projects- 20%

Other Details

19153 Early Childhood Education

Early Childhood Education courses address child development, care, and education issues, so that students can guide the development of young children in an educational setting. Study typically includes planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements for teaching young children.