

CENTRAL HIGH SCHOOL

Child Development

Jackie Lehmkuhl

COURSE SYLLABUS

Course Description:

This one semester course emphasized knowledge and understanding of the intellectual, physical, social, and emotional development of children from conception through adolescence. The content will center around the following duty areas: Managing & organizing child development by applying decision-making and goal-setting skills; promoting child development by applying physical, social, intellectual, and emotional principles; practicing health and safety standards for children; providing experiences encouraging children to maximize resources; encouraging human relationship skills in children, and evaluating family and career changes in relation to the impact they have on children. Information related to careers in child, daycare, and educational services is incorporated throughout the course as well.

Course Objectives:

Upon the successful completion of this course, students will be able to:

Describe career opportunities in the early childhood field and the skills required to fill such positions

Describe social and economic changes that affect the need for child care

Compare & contrast various types of early childhood programs

Describe accreditation

List purposes for and types of assessments

Complete observations of various ages of children

Describe the characteristics of physical, intellectual, emotional, and social development of children birth to middle school age

Summarize and plan for a safe, educationally-sound child care program, including room arrangement, set-up, toy & equipment selection

Understand discipline vs. punishment and ways to effectively guide children in a positive manner

Define types of abuse and their characteristics

Discuss criteria for guiding pre-k activities and create products that will be usable in such setting

Discuss special needs of children in the classroom

Required Class Materials:

Notebook

Pocket folder

1 package of 3x5 note cards

Black or blue pen or pencil----- NO colored ink!

Text:

Working with Young Children

Course Outline:

Chapter 1: Working with Young Children

Chapter 2: Types of Early Childhood Programs

Chapter 3: Observing Children

Chapter 4: Understanding Children from Birth to Age Two

Chapter 5: Understanding Twos & Threes

Chapter 6: Understanding Fours & Fives

Chapter 7: Middle Childhood

Chapter 8: Preparing the Environment

Chapter 9: Selecting Toys & Equipment

Chapter 10: Promoting Children's Safety

Chapter 11: Planning Nutritious Meals & Snacks

Chapter 13: Developing Guidance Skills

Chapter 14: Guidance Problems

Chapter 15: Establishing Classroom Limits

Chapter 16: Handling Daily Routines

Chapter 17: The Curriculum

Chapter 18: Guiding Art, Block building, and Sensory Experiences

Chapter 19: Guiding Storytelling Experiences

Chapter 20: Guiding Play & Puppetry Experiences

Chapter 21: Guiding Writing Experiences

Chapter 22: Guiding Math Experiences

Chapter 23: Guiding Science Experiences

Chapter 24: Social Studies Experiences

Chapter 25: Guiding Food & Nutrition Experiences

Chapter 26: Guiding Music & Movement Experiences

Chapter 27: Guiding Field Trip Experiences

Chapter 30: Special Needs (if time)

Major Assignments:

None

Grading: Grading scale as found in the student handbook

Class Policies & Procedures:

Student /Parent will be given a list of classroom expectations (rules) the first full day of class and asked to sign and return. Students will be given a copy and the teacher will retain the original in the classroom files.

In most all cases, homework collected at the beginning of the class period. If not turned in on time, must be turned in to the office by 8:15 am on the next school day.

In the event of an absence, student is responsible for collecting own make-up work from the appropriate file in the classroom. Time to complete absent work follows school policy as stated in the student handbook.

Miscellaneous:

Prerequisite of LIFE course

Student will need to create several 3D projects meeting criteria from chapter 18- 25. I do NOT require students to purchase items to complete these projects. Actually, some of the best projects are those that are very simple, but imaginative and creative, using items found at home, such as tissue boxes, paper towel rolls, etc.

Instructor Contact

During school hours at 815/694-2321 or by email at jlehmkuhl@cusd4.org