Omaha North Magnet High School
Course Syllabus

Course Title: Honors Child Development
Room Number: 163
Instructor's Name: Stephanie Thorson

Dual Enrolled with Metro Community College
ECED 1150
402-557-3400 ext. 3328838

E-mail: Stephanie.thorson@ops.org
Plan Periods: A5/B4
Best time to contact: anytime via email

1. Course Description
OPS- This honors course will provide students with knowledge and skills necessary for working with and teaching young children. Students will design various interactive learning experiences to help children learn and grow. This course is aligned with a dual credit opportunity and is a required course for the Early Childhood Career Pathway.

Field experience is required and students must pass a criminal background check in order to work with the children at the facilities.

Metro 1150-This course is an overview of early childhood education, history, and trends. It examines the philosophies of various programs, diversity, inclusion, licensing standards, current legislation, professionalism, and advocacy.

2. Instructional Philosophy
Learning is a process in which students construct meaning as they acquire new concepts and extend their understanding of familiar concepts. By interpreting new information and applying skills strategically, learners connect new knowledge and understanding to what they already know, and they reorganize or adjust their understanding to accommodate the new information and ideas. In order for learning to be effective, students require instruction in the use of a variety of meaning-making strategies and skills.

3. Content Standards:
1. Examine the historical and philosophical origins of early childhood education and its relevance to current practices
2. Examine the areas of development of children from birth to age 8
3. Promote an awareness of developmentally appropriate instruction and assessment in early childhood educational programs
4. Explore professional expectations, responsibilities, and opportunities in early childhood education careers
5. Develop a career portfolio

4. Text
Effective Practices in Early Childhood Education 3rd ed Sue Bredekamp 2017

5. Major Units of Study
1. Foundations of early childhood education
2. Learning and developing from birth to age 8
3. Intentional teaching
4. Implementing an effective curriculum
6. Course Expectations
1. Complete all assignments in a typed format and upload to Metro as directed (.doc, .docx, or .rtf format)
2. Complete all assignments, reflections, activities, observations, projects etc as assigned for each semester
3. Understand and implement NAEYC standards within all curriculum components (see item 11)
4. Participate in small and large group activities daily
5. Participate in classroom discussions daily
6. Pay fee for dual enrolled credit with Metro
7. Provide transportation for/complete observation assignments
8. Bring all required class materials to class everyday
9. Follow OPS and Metro attendance policies (no more than 10 absences per semester)

7. Assessment
Course grades will be determined by planned assessments such as tests, quizzes, projects, and childcare field observations scored with rubrics.

8. Grading Practices
All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request. For the standards based grading scale, refer to the Omaha North Magnet High School Student Handbook.

<table>
<thead>
<tr>
<th>OPS grading scale-</th>
<th>Metro grading scale-</th>
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<tbody>
<tr>
<td>A      Advanced</td>
<td>3.26-4.00</td>
</tr>
<tr>
<td>B      Proficient</td>
<td>2.51-3.25</td>
</tr>
<tr>
<td>C      Progressing</td>
<td>1.76-2.50</td>
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<tr>
<td>D      Basic</td>
<td>1.01-1.75</td>
</tr>
<tr>
<td>F      Failing</td>
<td>0.00-1.00</td>
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<tr>
<td></td>
<td>A  100-90%</td>
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<tr>
<td></td>
<td>B  89-80%</td>
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<tr>
<td></td>
<td>C  79-70%</td>
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<tr>
<td></td>
<td>D  69-60%</td>
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<tr>
<td></td>
<td>F  below 59%</td>
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</tbody>
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9. Redoing/Revising Student Coursework
1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning.
3. Students are expected to complete assessments when given to the class, or, if a student was justifiably absent, an assessment may be taken at a time designated by the teacher.
4. Redoing, retaking, or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework, but will replace the original score.
10. Class Rules and Expectations
1. Students are required to follow all OPS and Omaha North rules as stated in the student handbook
2. Students should be in their assigned seat when the bell rings
3. Students will come to class prepared to learn with materials needed for class
4. Students will be RESPECTFUL of themselves and all other students
5. Students will complete their own work and do their very best on each assignment
6. All electronic devices are to be OFF and put away. They will be confiscated if seen or heard.
7. Students MUST remained seated until the bell rings
8. The school tardy policy will be followed

11. NAEYC Standards (2010)
1. Promoting Child Development and Learning
2. Building Family and Community Relations
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Using Developmentally Effective Approaches
5. Using Content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional
7. Early Childhood Field Experiences

You have both rights and responsibilities in this course. You have the right to a well-prepared instructor and materials. You have the right to ask questions or for assistance and to be treated as an adult. Along with these rights you must assume responsibility for your actions, your willingness to learn, and complete the course per the requirements.

I have read and understand the above listed requirements regarding behavior, attendance, grading and assignments for this class and am signing this form to signify that I acknowledge my understanding of what is expected of me/my student.

Student Signature _______________________________________________                Date ___________

Parent/Guardian Signature ________________________________________                 Date___________

Parent contact number or email;___________________________________________________________