

TEACHING YOUNG CHILDREN 2

ADLAI E. STEVENSON HIGH SCHOOL

COURSE DESCRIPTION: FCS 331 + FCS 332 - DUAL CREDIT COLLEGE OF LAKE COUNTY

COURSE DESCRIPTION

Teaching Young Children 2 offers students the opportunity to build upon the foundational knowledge of child development gained in Teaching Young Children 1. Students in Teaching Young Children 2 will interact with Little Patriot children in a remote context. Students in Teaching Young Children 2 will focus on creating and teaching developmentally appropriate activities while observing and assessing the development of the young children in Little Patriots. This course provides a meaningful opportunity for students to explore their interests in fields that relate to child development, education, psychology and working with families.

***Students repeating TYC 2 (semester 3) will earn Honors & Dual Credit through the College of Lake County. Students enrolled in their fourth and fifth semesters of the course will also earn honors credit.**

TEACHER NAMES AND INFORMATION

Jamie Rieman	jrieman@d125.org	Family & Consumer Sciences, TYC 2 Teacher Office Hours: Before School, Periods 5 & 7
Alice Matthews	amatthews@d125.org	Family & Consumer Sciences, TYC 1 Teacher Office Hours: Before School, Periods 4 & 6
Eileen Schopen	eschopen@d125.org	Little Patriots Lab School, Coordinator
Amy Brubaker	abrubaker@d125.org	Little Patriots Lab School, Assistant Coordinator
Faina Kaminsky	fkaminsky@d125.org	Little Patriots Lab School, Lead Teacher
Brenda Thomas-Hill	bthomashill@d125.org	Little Patriots Lab School, Teacher

LAB SCHOOL DESCRIPTION

The Early Childhood Program at Adlai E. Stevenson High School was developed in 1975 to serve as a learning experience for high school students interested in the field of Child Development. Teaching Young Children 2 students will work collaboratively in the Little Patriots Lab School. Little Patriots is open every day from 7:00 am until 6:00 pm, with each period of the day offering a unique approach. The Little Patriots curriculum encourages curiosity, exploration, and problem solving in an atmosphere of warmth, support and respect for each student's individuality.



INSTRUCTION

This course will be a combination of learning experiences in the TYC room and in the Little Patriots lab school.

Specific course activities will include:

- Planning and implementation of lessons in Little Patriots
- Observation and evaluation of student skills
- Class discussion
- Online assignments via Canvas

SPECIFIC COURSE CONCEPTS

Developmentally Appropriate Curriculum	Observation and Analysis of Development
Student Learning Objectives	Appropriate Instructional Methods
Developing Creative Activities	Building Positive Relationships

CLASSROOM/LAB EXPECTATIONS

- Participate fully in the course. Learning is an active process; we learn by doing, working through challenges and learning from our mistakes.
- Observe school rules & maintain a clean & safe environment within the classroom.
- All members of this class are expected to contribute to a respectful and inclusive environment for every other member of the class.
- Be prompt, be prepared and be present in class. *Consistent attendance is important!*
- All sewing on projects must be completed in class. No sewing may be done at home or out of the classroom without teacher permission.
- If you have a concern about something that happens within our class, please let me know and you are encouraged to:

Interrupt	Question	Educate	Echo
Speak up against every biased remark- every time, in the moment, without exception. Think about what you'll say ahead of time so you're prepared to act instantly. <i>"I don't like words like that."</i> <i>"That phrase is hurtful."</i>	Ask simple questions in response to hateful remarks to find out why the speaker made the offensive comment and how you can best address the situation. <i>"Why do you say that?"</i> <i>"What do you mean by..."</i> <i>"Tell me more about..."</i>	Explain why a term or phrase is offensive. Encourage the person to choose a different expression. Hate isn't behind all hateful speech. Sometimes ignorance is at work, or lack of exposure to a diverse population. <i>"Do you know the history of that word"</i>	If someone else speaks up against hate, thank them and reiterate their anti-bias message. One person's voice is a powerful start. Many voices together create change. <i>"Thanks for speaking up"</i> <i>"I agree that word is offensive and we shouldn't use it."</i>

BRAVE CLASSROOM SPACE

Your teacher strives for this classroom to be a learning environment that is supportive, culturally responsive, and focused on building relationships and community. This is a brave space where students exchange respectful and challenging dialogue, where all ideas and experiences are welcome, and where we can build on our learning about each other and the world.

CURRICULUM

Standard 1: Developmentally Appropriate Lessons

<u>4 - Exceeding Standard</u> I can create an age appropriate and creative lesson and student learning objective by demonstrating an understanding of developmental norms while supporting others.	<u>3 - Meeting Standard</u> I can create an age appropriate lesson and student learning objective by demonstrating an understanding of developmental norms.	<u>2 - Approaching Standard</u> I can create a lesson and student learning objective.	<u>1 - Developing Criteria</u> I create a lesson or student learning objective.
<u>Exceeding Criteria:</u> → I implement innovative learning experiences. → I can recommend reliable and developmentally appropriate resources to peers. → I use objectives that contain benchmarks (percentages,	<u>Essential Criteria:</u> → I can identify quality resources to determine developmental appropriateness of an activity. → My activity plans are developmentally appropriate for the age group and the academic area through introducing concepts, vocabulary and related images. → I cite Illinois Early Learning Standards as a means for providing developmental evidence. → I accommodate my lesson according to the unique needs of individual children. → I use specific language and observable behaviors that correspond with the skills to be taught in student learning objectives. → I am self-directed in seeking resources to support my learning.		

numbers) to obtain a clear goal of growth in student learning objectives.	
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Standard 2: Instructional Strategies & Materials

<u>4 - Exceeding Standard</u> I apply a variety of evidence-based strategies and utilize effective learning materials during instruction while supporting others.	<u>3 - Meeting Standard</u> I apply evidence-based strategies and utilize effective learning materials during instruction.	<u>2 - Approaching Standard</u> I apply strategies and utilize learning materials during instruction.	<u>1 - Developing Criteria</u> I apply a strategy and utilize learning material during instruction.
<u>Exceeding Criteria:</u> → I use instructional methods that are student-centered and allow children to make choices. → I use instructional methods and materials that are open-ended and flexible in the ways they are used. → I am involved in coaching peers to be able to grasp course material and plan creative activities.	<u>Essential Criteria:</u> → I utilize Instructional methods and lesson pacing that are developmentally appropriate. → I am able to pace a lesson based on time allotted and the task at hand. → I can use a variety of strategies with changes implemented when needed. → I provide experiences for every child to be actively involved in the lesson. → I utilize materials that are developmentally appropriate and plentiful for the intended purpose. → My lessons include text that is typed clearly on materials instead of handwritten, using proper spelling and grammar on the text provided to children. → I can demonstrate flexibility and responsiveness to the needs of the children when using classroom materials. → I clean and place lab materials in the proper location when finished using them.		

Standard 3: Communication & Guidance Strategies

<u>4 - Exceeding Standard</u> I utilize situationally appropriate communication and guidance strategies to engage students and build positive relationships while supporting others.	<u>3 - Meeting Standard</u> I utilize appropriate communication and guidance strategies to engage students and build positive relationships during instruction.	<u>2 - Approaching Standard</u> I utilize communication or guidance strategies to engage students during instruction.	<u>1 - Developing Criteria</u> I utilize a communication or guidance strategy during instruction.
<u>Exceeding Criteria:</u> → I use open-ended discussion techniques effectively in order to check for understanding. → I can converse about topics related to a specific child to promote positive relationships.	<u>Essential Criteria:</u> → I demonstrate enthusiasm and developmentally appropriate body language to enhance instruction. → I utilize peers, teachers, and children's names when interacting. → I use clear and specific instructions explained at an appropriate level of understanding for the age group (mirrors, echoes and acknowledgement). → I utilize open-ended questioning during instruction and conversations. → I can initiate conversations with children and peers when appropriate. → I demonstrate respect for peers as well as teachers, families, and children to establish positive relationships. → I demonstrate an understanding of the connection between development and behavior. → I use positively stated expectations and reminders to guide children's behavior. → I utilize Dr. Becky's Bailey's loving guidance techniques to bring the desired behavior and results. → I utilize guidance techniques that are appropriate to the behavior and situation, set guidelines and expectations, and follow through appropriately.		

Standard 4: Professionalism

<u>4 - Exceeding Standard</u> I utilize all aspects of professionalism in the classroom through preparedness, collaboration, and reflection while demonstrating multiple aspects of leadership.	<u>3 - Meeting Standard</u> I utilize all aspects of professionalism in the classroom through preparedness, collaboration, and reflection.	<u>2 - Approaching Standard</u> I utilize some aspects of professionalism in the classroom through preparedness, collaboration, and reflection.	<u>1 - Developing Criteria</u> I utilize one aspect of professionalism in the classroom.
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<u>Exceeding Criteria:</u> → I support other teachers and my peers by providing help in all areas of professionalism in the lab setting. → I go above and beyond essential criteria to support the overall functioning of the lab. → I create innovative lessons and work that is individualized for students in the lab.	<u>Essential Criteria:</u> → I comply with all lab guidelines of behavior as provided on the TYC Lab Guidelines sheet. → I produce work that is detailed, organized and timely. → I am self-directed in seeking resources to support my learning. → I evaluate resources for quality of content, validity, credibility, and relevance. → I contact the teacher when I will be absent from class and schedule a substitute if I am scheduled to teach in the lab setting. → I am prepared to gather and clean up materials when assigned to teach in the lab. → I effectively reflect on course work and experiences by providing evidence of course content or experiences.		

Standard 5: Objective Data

<u>4 - Exceeding Standard</u> I collect objective, detailed, and accurate data through a variety of observational methods on numerous occasions beyond course expectations.	<u>3 - Meeting Standard</u> I collect objective, detailed, and accurate data through a variety of observational methods.	<u>2 - Approaching Standard</u> I collect objective or subjective data through a variety of observational methods.	<u>1 - Developing Criteria</u> I collect objective or subjective data through an observation method.
<u>Exceeding Criteria:</u> → Observational records use color coding, charts, tables, font variety, and other techniques to enhance organization and presentation.	<u>Essential Criteria:</u> → I can complete anecdotal records, checklists, tallies, and other forms of observation that are written objectively and factually. → I demonstrate the ability to include details on behavior and interactions in my observation notes. → I utilize photo evidence using school-issued forms of technology. → I can accommodate my observations to the specific child or setting in which I am observing.		

Standard 6: Accurate Conclusions

<u>4 - Exceeding Standard</u> I analyze multiple forms of observational data to draw accurate conclusions using developmental milestones.	<u>3 - Meeting Standard</u> I analyze observational data to draw accurate conclusions using developmental milestones.	<u>2 - Approaching Standard</u> I analyze observational data to draw conclusions.	<u>1 - Developing Criteria</u> I analyze observational data to draw conclusions with support.
<u>Exceeding Criteria:</u> → I can use data that is integrated through a variety of observations and present it coherently to the intended audience. → I utilize information gained from observations to produce specific recommendations for a child's social, emotional, cognitive, or physical needs.	<u>Essential Criteria:</u> → Observation and work sample projects are written completely, accurately, and thoroughly. → I utilize research based milestones and Illinois Early Learning standards to provide evidence of developmental conclusions. → I can progressively work on an observational project throughout the semester to provide a long-term lens of development. → I can utilize observational data to provide areas for growth. → I evaluate development in a positive, constructive manner that takes into account the whole child. → I create tutoring assignments that are individualized to the child.		

Additional Student Learning Outcomes for College of Lake County (ECE 116: 3rd Semester Dual Credit)

- Demonstrate the ability to effectively plan creative experiences that support children as they grow and develop physically, socially, emotionally, and cognitively.

- Discuss and demonstrate the ability to adapt creative activities and the environment to meet the diverse learning needs of individual children.
- Demonstrate the teacher's role in facilitating and supporting creative expression in young children in early childhood settings that includes art, music, movement, language arts, math, technology, and dramatic/social play.
- Demonstrate the ability to plan and implement developmentally appropriate and culturally-relevant activities that are integrated throughout the early childhood curriculum.
- Describe how creativity and creative representation are exhibited in a variety of curricular domains.
- Differentiate between product and process-oriented creative activities for young children, and be able to employ strategies that encourage curiosity, individual expression, and open-ended exploration with media.
- Defend and articulate the importance of the creative arts to the development of the whole child in early childhood and throughout the school years.
- Develop a plan for parents and families of children to encourage and implement creative activities in the home.

EVIDENCE BASED REPORTING (EBR)

This course uses Evidence Based Reporting to communicate student progress. The purpose of Evidence Based Reporting is to ensure that a student's grade truly reflects his or her mastery of course standards. Evidence Based Reporting gives a student the opportunity to grow their knowledge and skills throughout the semester.

COURSE ASSESSMENTS

Family & Consumer Sciences embraces a balanced approach to assessment for all courses, integrating both formative and summative assessments. Through this balanced approach, assessment is an ongoing activity that provides students with a variety of opportunities to demonstrate their knowledge and skills, which allows teachers to monitor student progress and modify instruction accordingly. Family & Consumer Sciences students show what they've learned by completing classroom activities, projects, and labs that undergo assessment and by evaluating work through a range of tools, such as performance rubrics and reflective questioning to deepen and expand their knowledge and skills.

PROFICIENCY SCALES

This scale will be used to communicate student progress in each learning target. The codes 1, 2, 3, 4, M, N, and X will be used to report student performance through the Interactive Report Card (IRC). The Interactive Report Card (IRC) will be used to communicate student progress in each learning target. It will also be used to communicate missing assignments, teacher comments, Social and Emotional Learning (SEL) concerns, and predicted grades.

4	3	2	1	M	N	X
Exceeds Mastery	Demonstrates Mastery	Approaching Mastery	Developing Foundational Skills	Missing Evidence <i>Can Be Turned In</i>	Missing Evidence <i>Cannot Be Turned In</i>	Excused <i>Student is exempt from assignment</i>

GRADE DETERMINATION

The standard score will be determined by using the double majority (mode) for each learning standard. The scale below is used to determine the final letter grade at the end of the semester based on the seven academic standard scores:

- A: Mode of "3" or "4" in all of the standards
- B: Mode of a "2" in any one of the standards
- C: Mode of a "2" in more than one standard
- D: Mode of a "1" in any one of the standard
- F: Mode of a "1" in more than one standard

*** Important Note: If course assessments are not completed, students will run the risk of failing**



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