



LISLE SENIOR HIGH SCHOOL

PRESCHOOL/CHILD DEVELOPMENT II

Department Contact Information

Table with 3 columns: Teacher, Email, Phone Number. Row 1: Ms. Kuefner, jkuefner@lisle202.org, (630) 493-8395

DEPARTMENT MISSION

The mission of Career and Technical Education (CTE) is to provide college and career readiness instruction through a dynamic, hands-on curriculum, providing students the education and skills necessary to prepare them for a specific college major and/or career.

NATIONAL FACS COURSE STANDARDS

- 1. 4.1 Analyze career paths within early childhood, education, & related services.
2. 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.
3. 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
4. 4.4 Demonstrate a safe and healthy learning environment for children.
5. 4.5 Demonstrate techniques for positive collaborative relationships with children.
6. 4.6 Demonstrate professional practices and standards related to working with children.

COURSE GRADING POLICY

- Each unit/standard is assigned a particular point value.
Standards are clearly communicated to students with clear indicators of proficiency and exemplars.
If a student is absent from class, an incomplete will be the placeholder until the deadline.
If a student does no work on the task/assignment, the teacher will assign a zero.
Formative assessments will be given throughout the unit in preparation for summative assessments.
Students are expected to take steps to correct errors of knowledge, understanding, or skills.

Grading Scale:

- A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 50-59

LATE WORK POLICY

It is the student's responsibility to ask what was missed during illness or absence. If a student is leaving for a period of time, they should contact the classroom teacher a week prior to request makeup work BEFORE said absence.

- Formative Assignments (class work, activities, homework): Late work must be completed by the end of the grading period. Anything turned in after the date it was due will receive a maximum grade of 60%





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- **Summative Assignments (tests, quizzes, projects):** Late summative assignments must be completed by the end of the grading period. Students should schedule a time to make-up the summative assessment with the teacher. Times available to students are before or after school, during the student's study hall, or by special arrangement. All summative assignments will be valued at the actual success rate of the student's work.

COMMUNICATION WITH COURSE TEACHER

- Teachers make every effort to respond to emails and phone calls within 48 hours during the workweek.
- The best way to communicate with me is through email; however, if you have not received a response in 48 hours, please resend the email or call voicemail. Your email may have gone into the spam folder.

STUDENT HELP

- Please make an appointment with your teacher before or after school, and not during class time, if you are concerned with your grade.
- Your grade is YOUR responsibility. Please keep tabs on it.

PARENTS/GUARDIANS

- Parents should actively check Parent Connect for their student's grade.
- It is the student's responsibility to ask for help when needed.
- The grades on Parent Connect will be accurate only at Quarter and Semester. Prior to those dates, the grade reflected is fluid.
- Please ask your student about their school work.
- Check with your individual teacher for classroom procedures, schedules, and daily class news

CLASSROOM EXPECTATIONS

- 1) What expectations do we have for our students and teachers? Dress, behavior, commitment, discipline. How to prepare a successful lesson for a preschool student.
- 2) Establish schedules, routines, and transitions for units, lessons and activities. Explain the importance of a daily schedule in the classroom. Plan a typical day for a preschooler.
- 3) List rules for maintaining a safe environment in the classroom. Manage physical space, toys and learning materials to maintain safe and healthy environment.
- 4) Illustrate the use of themes for a basis for planning curriculum. Make lesson plans and work with others from a set list of weekly themes.
- 5) Plan a variety of learning experiences (lessons) for the children in each of the following areas:
 - o Art/sensory activities
 - o Words, reading, storytelling
 - o Music and movement (sing-along songs)
 - o Printing/tracing/letters
 - o Math experiences
 - o Science activities





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- 6) Demonstrate interpersonal skills that promote positive and productive relationships when guiding students and with other teacher. For example, sitting on the carpet, talking with students at their eye level, and making sure students understand what is expected of them.
- 7) Observe the physical, emotional, social, intellectual, cultural, and moral development of each preschool aged child and chart/organize your observations.
- 8) Communicate and update parents on their child's progress and what they do on a daily basis.
- 9) Organize ALL handouts/notes/lesson plans in an organized binder with tabs.

