**Course Number:** EEC 3731

**Course Title:** Health, Nutrition, and Safety with Young Children

**Prerequisite(s):**

**Course Credit:** 3

**Course Hours:** 3

**College:** Education

**Department:** Elementary Education


**FAMU.Blackboard.com**

**Task Stream**

**Supplies:**

**Faculty Name:** Gwendolyn Dixon

**Term and Year:** Fall 2010

**Place and Time:** GEC-C 301-A

**Office Location:** 201-A GEC-B

**Telephone:** 599-3152

**e-mail:** Gwendolyn.dixon@famu.edu

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday 3:30-5:30</th>
<th>Tuesday 1-3 PM</th>
<th>Wednesday 1-3 PM</th>
<th>Thursday 1-3 PM</th>
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<th>Saturday</th>
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**Course Description**

The course will provide students with knowledge of appropriate health, safety, and nutritional practices implemented in developmentally appropriate educational programs for children ages birth through eight years. Content includes hygiene, sanitation and nutrition. Health and safety regulations, legal issues, community resources, emergency procedures, including first aid and CPR, will be covered. Health, nutrition and safety needs of neglected, abused, chronically ill, culturally diverse, **English Language Learners**, and exceptional children will be covered. Ten (10) hours of field experience is required.

**Course Purpose**

The conceptual framework which guides the work in this Department is heavily tied to integrative education principles and thinking which results in the development of the “Exemplary Professional.” The conceptual framework is grounded in a combination of directed constructivist, developmental, and social learning theories derived from the writings of systems theories such as Asubel and Gagne; philosophers such as John
Dewey; social scientist such as W.E.B. DuBois; practitioners such as Mary McLeod Bethune and developmental constructivist theorist such as Piaget and Vygotsky. Florida citizens are demanding accountability from their public schools such that the 1997 Legislature created the Florida System of School Improvement and Accountability which is designed to improve student performance.

The Elementary Education Department strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving student performance and who are cognizant of and able to help students meet the Florida Sunshine State Standards. To meet this demand, the Elementary Education Department endeavors to provide a quality program through the implementation of an integrative curriculum based on the guidelines and competencies aligned with the Sunshine State Standards, Language Arts Through ESOL, Accomplished Practices, the Florida Adopted Subject Area Competencies, National Association for the Education of Young Children and the National Association for Childhood Education International.

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

- CF 1
- Through this focal area, the FAMU professional education candidate will:

| CF: |   |   |   |   |   |   |
1.1 (K) Understand diverse backgrounds of individuals. F: 5,6,7

CF: 1.2 (S,D) Acquire the skills & dispositions to understand & support diverse student learning. F: 5,7

CF: 1.5 (K, S) Establish a comfortable environment in which all students can learn. F: 5, 7, 9, 10

VALUES

• CF3
• Through this focal area, the FAMU professional education candidate will:

| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. F:11,6 I: 9,10 |
| CF: 3.4(D) | Be committed to individual excellence. F: 3,9 I: 5,9 |

CRITICAL THINKING

• CF4
• Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. F:4,7 I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. F:2,7 I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. F: 4 I: 1,4 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. F: 8 I: 4 |

PROFESSIONALISM

• CF 5
• Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content F: 8 I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. F:7,9 I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. F:3,7 I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. F: 7 I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. F: 7 I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. F: 2 I: 6 |

Academic Learning Compact

#1 FEAP Communication- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively communicate with all children age three through eight and their families.
Overall Goals of the Course

Upon completion of this course, students will be able to

1. demonstrate an understanding of health promotion for self and students
2. demonstrate understanding of teacher/administrator's role in obtaining and maintaining a healthy, safe and nutritious environment for young children
3. demonstrate the ability to arrange and maintain a healthy and safe environment for young children
4. demonstrate the ability to promote, plan and implement a nutritious program for young children
5. demonstrate the ability to promote the wellbeing of children of diverse backgrounds including those who are culturally and linguistically different, abused, neglected, chronically ill, and experiencing exceptionalities.
Specific Behavioral Objectives

Upon completion of this course, students will be able to

1. demonstrate knowledge of basic staff and child requirements for group care
2. demonstrate knowledge of the role of regulatory agencies and the legal requirements relating to health, safety and nutrition in educational settings,
3. demonstrate the ability to assess and maintain accurate medical records
4. demonstrate the ability to plan and implement a developmentally appropriate curriculum, which promotes student involvement in own health, safety, and nutrition (to include ELL)
5. demonstrate the ability to select content material appropriate for children and families to include English language learners
6. demonstrate knowledge of basic health and safety procedures, including first-aid, CPR, and transportation safety
7. demonstrate the ability to recognize and prevent child abuse and neglect
8. demonstrate knowledge of basic guidelines for proper food and nutrition
9. demonstrate the ability to recognize and use knowledge pertinent to student’s culture, language, exceptionality and socio-economic status in promoting health, safety, and nutrition
10. demonstrate knowledge of the role the physical environment, supplies materials and equipment have in promoting health and safety
11. demonstrate the ability to identify and prevent infection and disease in educational setting
12. demonstrate the ability to involve parents, including English language learners, and community resources in the promotion optimal healthy, safety, and nutrition
13. demonstrate the ability to utilize technology in obtaining and maintaining optimal health, safety, and nutrition
14. Identify characteristics of diverse cultural groups and their impact on health, nutrition, and safety
<table>
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<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>NAEYC Standards</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>ESOL</th>
<th>PEU Conceptual Framework</th>
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</thead>
</table>

### National and State Standards Addressed in the Course

#### Professional Organization/Learned Society Standards

**NAEYC/NCATE**
1. Providing Child Development and Learning
2. Building Family and Community Relationships

### Observations:
- Health Safety (Indoor and Outdoor)
- Nutrition
- Group Presentations
- Policy and Procedure Manual
- Unit Plan
- Lesson Plan and Teaching
- Nutrient Project
- Menu Planning
- CPR & First aid
- Tests and Quizzes
- Final

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<td>Nutrition</td>
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<td>Group Presentations</td>
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<td>CPR &amp; First aid</td>
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<td>Tests and Quizzes</td>
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Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE)
Competencies and Skills

I Knowledge of child growth and development

1. Demonstrate knowledge of the major effects of genetics, health, nutrition, public policy, environment, and economics on child development.

3 Knowledge of research, standards, and trends

2. Interpret standards set by early childhood and elementary education professional organizations (e.g., National Association for the Education of Young Children, Association for Childhood Education International, National Council of Teachers of Mathematics, Southern Early Childhood Association).

4 Knowledge of effective practices

1. Identify developmentally appropriate practices that guide effective instruction.

3. Identify the components of and techniques for creating a print-rich environment (e.g., classroom libraries, labeled objects, student work displayed, word walls) reflecting diverse cultures and the impact of such an environment on classroom instruction.

5. Identify strategies for short- and long-term planning to set instructional goals in alignment with standards for developing teacher objectives.

6. Identify strategies for designing appropriate objectives and developing and implementing lesson plans.

7. Identify activities that enrich and extend active learning through the selection and use of developmentally and age-appropriate instructional materials.

9. Identify characteristics of an integrated curriculum.

5 Knowledge of issues with and strategies for family and community involvement

1. Apply strategies for encouraging and facilitating family and community partnerships in all phases of school programs.

6 Knowledge of developmentally appropriate curricula

3. Identify instructional methods and strategies (e.g., summarizing, monitoring comprehension, question answering, question gathering, use of graphic and semantic organizers, recognizing story
structure, use of multiple strategy instruction) for facilitating students' reading comprehension across the curriculum.

6. Demonstrate knowledge of strategies, including the use of technology, for presenting instruction, processes, and concepts related to health, safety, and nutrition.

7 Knowledge of the diverse needs of all children and their families

3. Select resources and procedures that support children with diverse needs and their families.

Next Generation Sunshine State Standards- Health Education (Integrate one or more subject areas)

ESOL (2010)
Standards
1 1.1 Culture
2 Language and Literacy
5 ESL/ESOL Research and History

Topical Outline

II. Regulations Governing Facilities FASAC, NAEYC/NCATE, PEAP
III. Health and Health Policies FASAC, NAEYC/NCATE, PEAP, FEGC, ESOL
   A. Preventive and Control Measures
   B. Types and symptoms of Common Childhood Disease and Infections
   C. Legal and Reportable Condition Compliance
   D. Obtaining and Maintaining Records, Privacy and Confidentiality
IV. Planning, Implementing and Evaluating Instruction FASAC, NAEYC/NCATE, SSS, PEAP, FEGC, ESOL
V. Safety and Safety Policies FASAC, NAEYC/NCATE, FEAP, FEGC
   A. First aid/CPR
   B. Indoor Environment
   C. Outdoor Environment
VI. Child Abuse & Neglect FASAC, NAEYC/NCATE, FEAP, FEGC, ESOL
VII. Stress and Aggression FASAC, NAEYC/NCATE, FEAP, FEGC
VII. Dealing with Chronic Health Conditions FASAC, NAEYC/NCATE, FEAP, ESOL

A. AIDS
B. Children with Exceptionalities
C. Collaboration
Teaching Methods

Teaching methods will include lecture/discussion, observation, individual and group presentations, guest presentations, cooperative learning, technology.

Field Experience

Ten hours of field experience is required. The pre-professional teacher will develop and utilize objective observational, assessment, planning and instructional skills to identify health, nutrition and safety policy and procedures; demonstrate knowledge and appreciation of health, safety, and nutrition issues pertinent to student’s culture, exceptionality and socioeconomic status; demonstrate knowledge of the role the physical environment, supplies, materials, and equipment have in promoting health and safety, demonstrate the ability to plan and implement a developmentally appropriate curriculum which promotes student involvement in his/her own well being. NAEYC/NCATE, FASAC, ESOL

Course Evaluation

HNS Group Presentations

Group 1
A. Health: How Disease/Infection Spread, Prevention
B. Instructional strategies and material for teaching disease/infection control and prevention to toddlers, preschool and school aged children including English language learners
   (This must include computer software and other technology aids)

Group 2
A. Safety: Creating and Maintaining a Safe Indoor/Outdoor Environment
B. Instructional strategies and material for teaching indoor/outdoor safety to toddlers, preschool and school aged children including English language learners
   (This must include computer software and other technology aids)
Group 3

A. Nutrition: Good Nutrition for Infant, Toddler, Preschooler, and Primary Schoolers and Primary aged children to include cultural considerations

B. Instructional strategies and material for teaching nutrition to toddlers, preschool and school aged children including English language learners
   (This must include computer software and other technology aids)

Group 4

A. Issues: Nutrition for Children with Special Dietary needs and Culture backgrounds

B. Instructional strategies and material for teaching, preschool and school aged children (special consideration for including) including English Language learners
   (This must include computer software and other technology aids)

Group 5

A. Issues: Inclusion of Children with Special Needs: Exceptionalities/AIDS, Culture, ELL

B. Instructional strategies and material for teaching,
   (This must include computer software and other technology aids)

Directions:
Group 1-A Present a comprehensive overview of the assigned topic using visual or audiovisual aids, panel, role-play or other interactive/creative strategy. RELIANCE ON PRINTED TEXT DURING PRESENTATION IS UNACCEPTABLE.

Group 1-B Present instructional strategies of what and how children of the assigned age would be taught the subject content. It is expected that each group member will present a minimum of three instructional strategies (one toddler, one preschool, and one primary age) that you have developed or researched from existing programs. They may be in the form of posters, kits, video, packaged materials etc. (This must include computer software and other technology aids)
Identify all SSS that are applicable with special emphasis on Health Education and Physical Education standard. Written copies of each strategy used must be submitted.
For each instructional strategy give the:
SSS
Objective
Age/grade level
Detailed procedure
Materials needed including appropriate technology
Adaptation for English language learners
Assessment methodology

A minimum of four references (minimum of two for section A and two for section B) must be used to support your topic. The course textbook is a fifth reference. References may be articles from professional journals, magazines, Internet, or books. Copies of references must be submitted on the date of presentation. RELIANCE ON PRINTED TEXT DURING PRESENTATION IS UNACCEPTABLE. Please inform me in advance if you need signature to obtain material from the media center or if you need the overhead projector, TV/VCR.

HNS Presentation Rubric   SEE TASK STREAM

Assessment/Observations

Ten hours of field experience is required for this course. Field experience includes assessment, observation and participation at an assigned site. This will involve completion of a health assessment, safety assessment and a nutritional assessment. Students are also required to spend time participating in the classroom with an assigned teacher with whom they will plan health, safety, and nutrition activities/lessons to teach to the children in the classroom. One of the lessons planned and taught must be approved by the classroom teacher and the course instructor.

Two of the assessments require that the student arrive at the center at a certain time of the day. Others hours are as the student and classroom teacher schedule. Suggested schedule:

| Health Assessment/Observation | During arrival time | 1 ½ hour |
Safety Assessment/Observation  As student schedule  11/2 hours
Nutrition Assessment/Observation  Half hour before lunchtime  1 ½ hour
Classroom Participation  6 hours

Health Observation

Directions:
Visit the assigned early care site at the beginning of the school day. This will allow you to observe the interaction between children, caregivers, and parents as they are arriving.

1. Tour the site observing for each of the items listed on the checklist.
2. Following the observation, interview available personnel regarding their health care policies or any other information not observed during your tour. State their comments.
3. Have the person that you interview sign off on the university activity/time form.
4. Complete the checklist. In the comment section. Describe what you saw for each item.
5. Write a narrative summary of your observation. Your narrative should focus on the quality of the site’s health care and recommendations that you would make as a result of information obtained in class/textbook.

Health Observation Rubric

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<th>Term ____________</th>
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<td>Comment @each area</td>
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<tr>
<td>Recommendations</td>
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</table>
Safety Observation  **NEW CHECKLIST**

1. Visit the assigned site after having reviewed the “Indoor and Outdoor Safety Checklist”.
2. During the visit observe for each item on the checklist. Complete the checklist noting things that do not apply to this facility. For each item, describe what you saw in the comment section.
3. Following the observation, interview an available professional regarding their safety policies. Ask questions regarding any item that was failed on the checklist.
4. Have the interviewee sign the observation form.
5. Write a one page summary of your observation. Discuss your interview, any deficits noted during the observation and recommendations for the improvement of safety at the site. Base your assessment and recommendations on class lectures and text materials.

Safety Observation Rubric

<table>
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<tr>
<th></th>
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<th>Satisfactory 7-8.9 Item is addressed with minimal (1) omission or error</th>
<th>Unsatisfactory 0-6.9 Item not addressed or very slightly addressed with more than 2 omissions or errors</th>
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<td>*Deficits</td>
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Nutrition Observation

Conduct research on eating habits, likes and dislikes of young children whose age is the same as your assigned group. Prepare a two page narrative that describes your findings. List references used.

Visit a child care setting arriving at least 30 minutes prior to lunch time. Observe:

Age of children

I.

a. Where is food prepared?

b. Who prepares the food? Where? Describe

c. Who serves lunch? Describe this process noting special attention to health and safety issues.

d. Where is it served? Drew a diagram of the area.

e. How is lunch served? (family style, cafeteria style, etc.) Describe process.

f. What rules are enforced?

g. What teaching is observed?

h. Discuss the nature of conversation during lunch?

i. List all menu items served at this meal. Comment on color, temperature and textures

j. Estimate amount of food served to each child
during this meal.

k. Are there special needs/diets provided during this meal? List them.

l. Are there special ethnic foods served during this meal? List them.

m. Give utensils including napkin available, size.

II. Select a table of 4-5 children. Write down food, drink and estimate of amount consumed by each individual child.

III. Review the week’s menu (which should be posted) for ethnic/cultural foods; list all of the ethnic/cultural items. Assess (written comments) the week’s menu also for color, texture, balance, and preference of the aged group served.

IV. Write a narrative summary of the observation emphasizing health, nutrition and safety. Note the atmosphere for the eating environment, role modeling, and affect of children. Compare the data you found in your research to what you actually observed. If there are differences hypothesize as to why there is a difference. This assignment will be assessed for you application of content knowledge learned during the course.

DO NOT WRITE ANSWERS ON THIS SHEET

Nutrition Observation Rubric

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Health and safety policies and procedures help the caregiver manage risk to good physical and mental health. These policies provide the framework for providing protection and prevention. They should be developed and directed toward the children and staff.—Robertson

Directions:
Develop a health and safety policy and procedure manual that reduces the risk to good physical and mental health for a site serving young children. The site selected may be for infants, toddlers, preschooler, or primary aged children or some combination. Select a specific age group to be served, note the hours of operation of the program. Write a policy and procedure for items listed.

I. Introduction- State purpose, age group(s) served, hours of operation, and lead supervisor

II. Children health records
   a. Physical examination
   b. Immunization
   c. Illness at school
   d. Allergies
   e. Restrictions
   f. Emergency information
   g. Medication administration

III. Staff health records
   a. Physical examination
   b. Pertinent medical alerts
   c. Emergency information


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III. Staff health records
   a. Physical examination
   b. Pertinent medical alerts
   c. Emergency information
IV. Specific practices for creating a proactive and preventive environment for good health
   a. Cleanliness of center
   b. Handling of Diapers
   c. Spare clothing
   d. Nap/rest Materials

IV. Safety
   a. Use of electrical equipment
   b. Poisons
   c. Animals
   d. Fire drill
   e. Playground inspection
   f. Playground equipment
   g. Outdoor gates
   h. Water Play
   i. Interpersonal safety

Note: a policy states what needs or is to be done; a procedure describes the process for implementing the policy. It is also very important to identify who will have responsibility for implementation of policy.

The following is an example of an appropriate policy and procedure:

Policy  What is to be done: the center will administer OTC medication to children with minor illnesses.

Procedure Process to be followed: The Medication Administration and Report form must be completed each time your child is to be given OTC stating the kind of meds, purpose, amount, time and duration. Parental signature required prior to administration.

Person responsible: The medication Administration and Report form is located in your parent handbook and/or may be obtained from the child’s classroom teacher. The nurse administers all medication after having reviewed completed and signed form. The nurse documents administration by completing the appropriate section of the MA & RF.

Write a clear and concise statement for each item listed above.

Policy and Procedure Manual Rubric Also Refer to Task Stream

<table>
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<th>Procedure</th>
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<tr>
<td>I. Children Health Records</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a. Physical examination</td>
<td>FAMU</td>
<td>FAMU</td>
<td>FAMU</td>
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</tr>
<tr>
<td>b. Immunization</td>
<td>FAMU</td>
<td>FAMU</td>
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</tr>
<tr>
<td>c. Illness at school</td>
<td>FAMU</td>
<td>FAMU</td>
<td>FAMU</td>
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<tr>
<td>d. Allergies</td>
<td>FAMU</td>
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<td>e. restrictions</td>
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<td>f.</td>
<td>Emergency information</td>
<td>FAMU</td>
<td>FAMU</td>
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</tr>
<tr>
<td>g.</td>
<td>Medication administration</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td>Staff Health Records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>Physical examination</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Pertinent medical alerts</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>j.</td>
<td>Emergency information</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>III.</td>
<td>Proactive and Preventive Environment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>k.</td>
<td>Cleanliness of center</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>l.</td>
<td>Diapers</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>m.</td>
<td>Spare clothing</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>n.</td>
<td>Nap/rest</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td>Safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Use of electrical equipment</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Poisons</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Animals</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Fire drill</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Playground inspection</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Playground equipment</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Outdoor gates</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>Water Play</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Interpersonal safety</td>
<td>FAMU</td>
<td>FAMU</td>
<td></td>
</tr>
</tbody>
</table>

KEY:

F- Each item addressed completely with comprehensive details and is correct. Demonstrates excellent integration and application of course content

A-Each item is addressed completely and for the most part correct. Demonstrate good integration and application of course content

M- Each item is minimally addressed with two errors or omissions. Demonstrate satisfactory integration and application of course content

U- Each item is not addressed or very slightly addressed with more than two errors or omissions. Demonstrate poor integration and application of course content
Menu Planning for Young Children

Menu Plan

INSTRUCTIONS:

Prepare a different menu for each of the following age groups: 4-7 months

1-2 years

3-5 years

6-12 years

This means that you prepare a different breakfast for each age group as well as a different lunch, and snacks for each. Give specific name of food, i.e., milk-whole milk, 2%; cereal-rice, oat, fruit-banana, apple etc., amount per serving. Please be cognizant of required recommended amount such as 1/2 cup of vegetable. If you choose to serve two vegetables the two must not equal more than 1/2 cup.

Follow guidelines of the Child and Adult Care Food Program. See Table in text for guidelines for infant-age 12. NOTE: The group of children you are preparing for includes African Americans, Jews, Hispanics and White Americans. Use the ethnic food pyramids and other researched sources to assist you. Use the computer to translate the menu into another language to accommodate families who are speakers of other languages. Submit both versions.

Word process using the chart provided.

Due Date: (as assigned)
Due date: (as assigned)

<table>
<thead>
<tr>
<th>Menu</th>
<th>Infant 4-7 Months</th>
<th>Toddler 1-2 Years</th>
<th>Preschool 3-5 Years</th>
<th>School age 6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>Milk/Milk Product</td>
<td>Bread/Cereal</td>
<td>Vegetable</td>
<td>Fruit</td>
</tr>
<tr>
<td>Snack</td>
<td>Milk/Milk Product</td>
<td>Bread/Cereal</td>
<td>Vegetable</td>
<td>Fruit</td>
</tr>
<tr>
<td>Lunch</td>
<td>Milk/Milk Product</td>
<td>Bread/Cereal</td>
<td>Vegetable</td>
<td>Fruit</td>
</tr>
<tr>
<td>Snack</td>
<td>Milk/Milk Product</td>
<td>Bread/Cereal</td>
<td>Vegetable</td>
<td>Fruit</td>
</tr>
</tbody>
</table>

**Menu Plan Rubric**

<table>
<thead>
<tr>
<th>Menu for each age group</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment</td>
<td>There is a different menu for each age group which is in line with their developmental level</td>
<td>Menus are different, partially aligned with their developmental level</td>
<td>Menus are same for each age group</td>
<td>Not developmentally appropriate</td>
</tr>
<tr>
<td>Names of foods are identified</td>
<td>All food names are clearly labeled</td>
<td>Most food names are clearly labeled</td>
<td>Most foods are not clearly labeled or absent</td>
<td></td>
</tr>
<tr>
<td>RDA Service size Comment</td>
<td>All portion sizes are in line with RDA</td>
<td>Most food portions are in line with RDA</td>
<td>Portion sizes are not given or does not meet RDA</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Variety, texture, color Comment</td>
<td>Developmental preferences of color, texture are given, good variety</td>
<td>Most items are developmentally appropriate in color, texture</td>
<td>Most foods are bland, not developmentally preferred by age groups</td>
<td></td>
</tr>
<tr>
<td>RDA of Specific nutrients</td>
<td>Menus are well balanced in terms of fats, sugars, sodium</td>
<td>Most menus are well balanced in terms of fats, sugars, sodium</td>
<td>Menus are high in fats, sugars, sodium</td>
<td></td>
</tr>
<tr>
<td>Ethnic/cultural choices Comment</td>
<td>Good variety representing multiple ethnic groups</td>
<td>Acceptable variety</td>
<td>Little to no ethnic representation</td>
<td></td>
</tr>
</tbody>
</table>

Nutrient Content Project  USE 2010 REVISIONS ADD HERE

Review the menu. Visit a local grocer, supermarket or kitchen pantry for foods listed in the above menu. Review the label for nutritional values contained in each food. Total the amount of each nutrient eaten for the day. Compare this to the RDA recommendation for a 2,000-calorie diet. Would the child’s diet sufficiently meet RDA recommendations for each essential nutrient? If not, Revise the menu using the chart provided by the instructor. Write a narrative that summarizes your findings. Discuss why it does or does not meet requirements.

Unit Plan
Develop a three week integrated unit on some aspect of health. The unit should be organized as follows:

Unit Title: Short, clear, and concise. Convey to the reader the nature of the topic to be covered.

The SSS standards serve as the framework for the unit plan. You must use the Health Education and Physical Education standard and one or more of the other standards.

Goal or performance Indicator: Clearly describe what students will know and be able to do after completing the unit of instruction.

Rationale Specifies why the unit is important
**Age or grade level**  Give specific age (do no use range such as preschool or 3-5).

**Content outline**  Identifies and sequences the topics that are included in the unit. This calls for details in that you will specify what will be presented each day (15 day period).

**Lesson Plan**  Developed an integrated health lesson plan as part of the unit.

**Use of technology**  List all forms of technology (software, hardware) that will be used to carry out the unit.

**Materials**  Identify all materials to be utilized in carrying out the unit. This includes names of videos, books, tapes, and teaching kits.

**Assessment**  Specify how student learning will be evaluated. Clearly state the assessment methodologies, i.e., observation of paper-pencil test, journal etc.

**References**  List a minimum of three references that were used in developing the unit.

Assignment Format:

Three-Week Unit

<table>
<thead>
<tr>
<th>Unit Topic</th>
<th>Age/Grade level</th>
<th>Goal and Rationale for unit</th>
<th>Standards (SSS, CEC, ESOL)</th>
<th>Outline</th>
<th>Pre and Post-test</th>
<th>References</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Content, Procedure</th>
<th>Materials, Resources</th>
<th>Technology hardware, software</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
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<tr>
<td>Day 2</td>
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<tr>
<td>Day 3</td>
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<tr>
<td>Day 4</td>
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<td>Day 5</td>
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<td>Week 2</td>
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<td>Day 6</td>
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<td>Day 7</td>
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<tr>
<td>Day 8</td>
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<td>Day 9</td>
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<td>Day 10</td>
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<tr>
<td>Week 3</td>
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<tr>
<td>Day 11</td>
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<tr>
<td>Day 12</td>
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<tr>
<td>Day 13</td>
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<td>Day 14</td>
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<tr>
<td>Day 15</td>
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</tbody>
</table>

**Unit Plan Assessment Rubric - REFER TO COE UNIT PLAN RUBRIC**

**Lesson Plans COE Format and Rubric**

Develop one lesson plan for each area-health, nutrition and safety. They are to be submitted according to course calendar. One lesson must be taught at your assigned site and signed off by the site teacher. Follow the format provided by the instructor which can be found on Blackboard. *Each lesson must be adapted for English language learners.* Rubric also on BB.

**Grading**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

*Grade of “I” (incomplete) must have met guidelines outlined in University Catalog, no exceptions.*

**Course Requirements and Evaluation Procedures:**

- Observations (10 hrs) 20 % POINTS
Health
Safety
Nutrition
Group Presentations 10% POINTS
Projects 30% POINTS
Policy and Procedure Manual
Unit Plan
Lesson Plan and Teaching
Nutrition Content
Menu Planning
Tests 20% POINTS
Final (comprehensive) 20% POINTS

***CPR AND FIRST AIDE TRAINING/CERTIFICATION*** ______________
DOCUMENTATION OF CERTIFICATION WILL COST . EACH STUDENT IS
EXPECTED TO PAY FOR CERTIFICATION UNLESS CURRENTLY CERTIFIED. IF
YOU PRESENTLY HOLD CERTIFICATION OBTAINED WITHIN THE LAST 6
MONTHS, YOU MUST SUBMIT PROOF TO ME BY.

Technology

All assignments must be word processed. Technology, such as power point and transparency,
must be used for all class presentations. Indicated assignments must be submitted via FAMU
Blackboard.

**Course Policies**

**Dispositions** As a component of student assessment, the College of Education has
instituted a system for monitoring the professional dispositions: Professionalism,
Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective
Behavior. At the end of each semester each instructor will fill out an assessment
instrument for each student which will be turned in to the department chair and
kept in the student’s file. If a problem arises during the semester, a disposition
feedback form may be completed by an instructor or school personnel and turned in
to the student’s department chair. The severity of the behavioral deficiency will
influence the chairperson’s handling of the situation. (See Assessment Instrument
for Dispositions and Disposition Feedback Form for more detailed information. This
policy includes provisions for professional dress, attendance, punctuality, use of cell
phones, etc.)

- **CLASS ATTENDANCE IS COMPULSORY FOR ALL STUDENTS (SEE FAMU
  CATALOG, PP. 26-27).**
- **ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF THE CLASS PERIOD.**
• STUDENTS ARE RESPONSIBLE FOR ALL ASSIGNMENTS, QUizzes, AND EXAMINATIONS AT THE TIME THEY ARE DUE AND MAY NOT USE THEIR ABSENCE FROM CLASS AS A PLEA FOR EXTENSIONS OF TIME TO COMPLETE ASSIGNMENTS OR FOR PERMISSION TO TAKE MAKE-UP EXAMINATIONS OR QUIZZES.

• ABSENCE FROM CLASS FOR CAUSE INCLUDES PARTICIPATION IN RECOGNIZED UNIVERSITY ACTIVITIES, PERSONAL ILLNESS PROPERLY CERTIFIED, OR EMERGENCIES (properly certified) CAUSED BY CIRCUMSTANCES OVER WHICH THE STUDENT HAS NO IMMEDIATE CONTROL. Assignments due during such absence must be submitted within one (1) week upon returning to class. EXCEPTIONS ARE RARE AND CARRY A 5 POINT PER DAY PENALTY

• THE RESPONSIBILITY FOR PROMPT CLASS ATTENDANCE AND PARTICIPATION IS CONSIDERED AN IMPORTANT ELEMENT OF THE STUDENT’S DEVELOPMENT AND TRAINING AS AN EXEMPLARY PROFESSIONAL. PROMPT CLASS ATTENDANCE AND PARTICIPATION ARE IMPORTANT FOR THE SUCCESSFUL COMPLETION OF THIS COURSE. COURSE GRADE WILL BE NEGATIVELY AFFECTED BY ABSENCE, TARDINESS, EARLY EXIST FROM CLASS AND DISRUPTIVE BEHAVIOR. Disruptive behavior includes, but not limited to, use of profanity, verbal outburst, and conversations between students (verbal or written).

• CELLULAR PHONES, PAGERS AND OTHER DISTRACTING COMMUNICATION DEVICES ARE DISRUPTIVE AND ARE NOT PREMITTED IN CLASS. USE WILL RESULT IN AN AUTOMATIC 20 POINTS FROM COURSE GRADE FOR EACH INFRACTION.

• ACADEMIC DISHONESTY WILL RESULT IN NO VALUE FOR THE ASSIGNMENT OR COURSE WORK. INCLUDED, BUT NOT LIMITED TO, ARE PLAGIARISM, CHEATING ON EXAMS, SUBMITTING WORK DONE BY SOMEONE ELSE OR FROM THE INTERNET. ACADEMIC DISHONESTY WILL BE REPORTED TO THE DEAN OF THE COLLEGE.

• ALL ASSIGNMENTS MUST BE TYPED UNLESS SPECIFIED BY THE PROFESSOR.

• ASSIGNMENTS WITH MULTIPLE PAGES MUST BE SECURED TO EACH OTHER.

• ALL ASSIGNMENTS WILL BE ASSESSED FOR CORRECT SPELLING, GRAMMAR AND NEATNESS. REPEATED ERRORS WILL BE PENALIZED.

Policy Related to Students with Disabilities:
When a student with a documented disability is unable to complete the course requirements as outlined, an alternative method will be developed.

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.
**Academic Honor Policy** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

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### Tentative Course Calendar

**Course Topical Calendar 2010**

Robertson

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Resource</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 8/24</td>
<td>Course Overview, Requirements Introduction: Definitions, Holistic</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>Week 2 8/31</td>
<td>Introduction: Curriculum &amp; Instruction</td>
<td>Chapter 1 Supplement <a href="http://www.dcf.state.fl.us/childcare/laws.shtml">http://www.dcf.state.fl.us/childcare/laws.shtml</a></td>
<td>Research DCF website download Standards for child care programs</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Chapter</td>
<td>Notes</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------</td>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>3/9/7</td>
<td>Health: Environments</td>
<td>Chapter 10</td>
<td>Research NGSSS</td>
</tr>
<tr>
<td>5/9/21</td>
<td>Health: Prevention</td>
<td>Chapter 12</td>
<td>Presentation Group 1 Test #1</td>
</tr>
<tr>
<td>6/9/28</td>
<td>Health: Support</td>
<td>Chapter 13</td>
<td>Health Lesson Plan</td>
</tr>
<tr>
<td>7/10/5</td>
<td>Safety In Early Care Facilities</td>
<td>Chapter 2</td>
<td>Health Observation</td>
</tr>
<tr>
<td>8/10/12</td>
<td>Safety: Indoor</td>
<td>Chapter 3</td>
<td>Presentation Gr. 2 Safety Lesson Plan</td>
</tr>
<tr>
<td>9/10/19</td>
<td>Safety: Outdoor</td>
<td>Chapter 4</td>
<td>P &amp; P Manual Test #2</td>
</tr>
<tr>
<td>10/10/26</td>
<td>Emergency Preparedness</td>
<td>Chapter 5</td>
<td>Observation-Indoor/Outdoor</td>
</tr>
<tr>
<td>11/1/2</td>
<td>Basic Nutrition</td>
<td>Chapter 6</td>
<td>Presentation Group #3 Project- Unit Plan</td>
</tr>
<tr>
<td>12/11/9</td>
<td>Nutrition</td>
<td>Chapter 7</td>
<td>*Nutrition Lesson Plan Test #3</td>
</tr>
<tr>
<td>13/11/16</td>
<td>Meal Preparation</td>
<td>Chapter 8,9</td>
<td>Presentation Gr. # 4 Observation-Nutrition</td>
</tr>
<tr>
<td>14/11/23</td>
<td>Child Maltreatment</td>
<td>Chapter 14</td>
<td>Menu Plan and Nutrition Content</td>
</tr>
</tbody>
</table>
Week 15
11/30   Special Topics   Chapter 15

Week 16
12/7-11  Comprehensive Final Exam

*The instructor reserves the right to change dates when deemed necessary. When possible, students will be involved in the decision.
Test Day      Tuesday
Assignment Day  Thursday**

References
Churchill Films 1980. Families: Food and Eating Florida DOE Order #0367


Penn State Nutrition Center 1996. Multicultural Pyramid Packet Florida DOE Order #1576


Texas Department of Human Services 1995. Menu Planning II: Celebrating Cultural Diversity. Florida DOE Order #1260


* Recommended Reading
** Required Reading

Resources:
Next Generation SSS http://tools.fcit.usf.edu/sss/
www.floridastandards.org/
Food and Nutrition Management, Fl Department of Education
www.ashaweb.org/ American School Health Association
www.fda.gov U.S. Food and Drug Administration
www.paaap.org American Academy of Pediatrics at Early Childhood Education Linkage System
www.rootsandwingsbooks.com/ Roots and Wings
www.folkways.si.edu/ Smithsonian Folkways Recordings

Appendix A-E of Text

Artifact 1
Group Presentation: Content Specific Overview and Instructional Strategies

Artifact 2
Instructional/Lesson Plans

Artifact 3
Policy and Procedure Manual: Health and Safety

Professional Education Unit Conceptual Framework (CF)
FL-FAMU-CF.1
Diversity. The exemplary professional understands diverse student backgrounds and has the skills, and disposition to employ this understanding to support student learning. He/she accepts and fosters diversity. The candidate practices strategies such as acceptance, tolerance, resolution and mediation, and establishes a comfortable environment in which all students can learn.

FL-FAMU-CF.3
Values. The exemplary professional values the worth and dignity of every person. He/she works with colleagues in a professional manner and interacts with students, families and other stakeholders in a manner that reflects ethical and moral standards. The candidate shows respect for varied talents and perspectives and is committed to individual excellence. The candidate values the role of the students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate for learning.

FL-FAMU-CF.4

FL-FAMU-CF.5
Professionalism. Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students’ development and acquisition of knowledge and motivation.
The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

**Florida Educator Accomplished Practices (FEAP)**

FEAP.2  
ACCOMPLISHED PRACTICE #2: Communication

FEAP.5  
ACCOMPLISHED PRACTICE #5: Diversity

FEAP.7  
ACCOMPLISHED PRACTICE #7: Human Development and Learning

FEAP.8  
ACCOMPLISHED PRACTICE #8: Knowledge of Subject Matter

FEAP.9  
ACCOMPLISHED PRACTICE #9: Learning Environments

FEAP.10  
ACCOMPLISHED PRACTICE # 10: Planning

FEAP 12

**National Association Standards**

NAEYC

CEC2002.EC.3

COMPLETE
## ESOL-INFLUSSION SYLLABI ADDENDUM

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>EEC 3731 Health, Nutrition, and Safety for Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Faculty member who teaches this course</td>
<td>Gwendolyn Dixon</td>
</tr>
<tr>
<td>Full time</td>
<td>X</td>
</tr>
<tr>
<td>Adjunct</td>
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<tr>
<td>Teaching Strategies Used</td>
<td>lecture, discussion, observation, demonstration, field experience, audio-visual</td>
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<tr>
<td>ESOL Performance Standards Addressed</td>
<td>Related Course Objectives</td>
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<tr>
<td>3. Identify, expose, and reexamine cultural stereotypes relating to LEP students</td>
<td>9. demonstrate the ability to recognize and use knowledge pertinent to student’s culture, language, exceptionality and socio-economic status in promoting health, safety, and nutrition</td>
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### Standard 8

8. Select and develop appropriate ESOL content according to student levels of proficiency to listening, speaking, reading, and writing, taking into account: *Basic interpersonal communicative skills (BICS) and *Cognitive language proficiency skills (CALPS) as they apply to the ESOL curriculum.

**INDICATORS**
15. Differentiate between language proficiency relating to basic interpersonal communicative skills and cognitive academic language skills.
23. Select appropriate ESOL content according to student's level of proficiency in listening.
24. Select appropriate ESOL content according to student's level of proficiency in speaking.
25. Select appropriate ESOL content according to student's level of proficiency in reading.
26. Select appropriate ESOL content according to student's level of proficiency in writing.

| 5. demonstrate the ability to select content material appropriate for English Language learning children and families | -Lesson plans  
-Text material | -Mock and actual teaching, instructional plans with accommodations  
-Group Presentation Project  
-Menu plans |

### Standard 23

23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.

**INDICATORS**
31. Identify specific characteristics of U.S. Culture.
32. Compare and contrast features of U.S. culture with features of other cultures.
72. Identify strategies for facilitating articulation with administrators, content area teachers,

| 12. demonstrate the ability to involve parents, including English language learners, and community resources in the promotion of optimal healthy, safety, and nutrition | -Lecture  
-Group discussion  
-Text pp. 291-292, 454-459 | -Exam |
| Standard 24 24. Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice. | **INDICATORS**
70. Identify ESOL demonstrate effective lesson planning by providing multi-level ESOL activities for individual, small group, and whole group instruction (e.g., utilizing peer tutors and volunteers or aides, flexible scheduling, appropriate room arrangement, and assessing external resources).
71. Identify ESOL-specific classroom management techniques for multilevel class instruction.

4. demonstrate the ability to plan and implement a developmentally appropriate curriculum which promotes student involvement in own health, safety, and nutrition (to include ELL)

| - Lecture
- Lesson Plans
Explore DOE instructional Materials
- www.rootsandwingssbooks.com/
Roots and Wings
- www.folkways.si.edu/
Smithsonian Folkways Recordings

| - Exam
- Mock and actual teaching, instructional plans with accommodations
- Menu Plan
- Group Presentation project |