Early Childhood Education III

SYLLABUS

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**Course Description:**  
Prerequisites: ECE I and II  
Early Childhood Education III is the third and final course in the pathway.  The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends.  Also addressed are collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition. At the conclusion of the course, students will take the NOCT exam. Upon passing the exam, students will receive a medal to wear during graduation and recognition for completion of the pathway. This is a great addition to resumes, college and job applications!

fccla.pngThe Early Childhood Education Career Pathway helps build real world teaching experience and provides a basis for the essential skills needed to make a positive influence on a child’s education and life.

**FCCLA:** Family, Career, and Community Leaders of America

FCCLA is the student organization affiliated with this class. Mrs. Gibbons and Mrs. Allen are the chapter advisers. All students will learn basic information about FCCLA and are encouraged to join. Opportunities for leadership, competition, community service, and field trips are available through membership in FCCLA. Membership dues are $14 for the year and entitle the student to all that FCCLA has to offer. For more info: <http://www.fcclainc.org/>

**Textbooks:**

~Decker, Dr. Celia A. (2011) *Child Development, Early Stages Through Age 12*.Tinley Park, Illinois: The GoodHeart-Willcox Company, Inc. (Primary textbook)

~Herr, Dr. Judy. (2012) *Working With Young Children, Seventh Edition*.Tinley Park, Illinois: The GoodHeart-Willcox Company, Inc. (Supplemental textbook)

**Materials:**

Pencil and/or pen

Notebook paper (for binder)

Dividers (optional)

1” or 1 ½” three ring binder

**Cell Phone Policy**

If a student has an electronic device such as a cell phone, laptop, or iPad, he/she may **not** have the device out during class. Students will be allowed to use the device for instructional purposes at teacher-approved times only. Students will place their cell phones in a designated area before class begins. If a student has a phone out during class, they will be given a warning. If the device continues to be used, the student will then be asked to place their phone in a designated area until the end of class, and parents will be contacted. The incident will be documented in Educator’s Handbook. If a student continues to use their phone at inappropriate times, the device will be sent to the office for parent pick up.

**Absences / Tardy Policy**

Students are expected to be in the classroom when the bell rings. Students who are tardy will be sent to the office to receive a tardy slip before being allowed to enter the classroom. \*See Student Code of Conduct

If a student is absent, they are responsible for makeup work.

**Classroom Procedures/Expectations:**  Participation, attendance, and a good attitude are expected. Each student is expected to demonstrate mature, responsible, adult behavior while here.

1. Be on time and prepared for class.

2. Complete daily class assignments and turn in on time.

3. Upon entering class, put away phones and quietly begin the bell ringer assignment.

4. Participate constructively as a team member during class.

5. Stay in your assigned seat, unless you have permission to do otherwise (don’t ask to change seats).

6. Be respectful to classmates and teachers.

7. Only have out class materials (does NOT include cell phones, makeup, hairbrushes, or mirrors).

8. No sleeping, styling hair, or putting on makeup during class.

**Early Childhood Education Grading Policy:**

Formative: 40%

Daily Grades

Summative:

Test 60%

9 Weeks Total Average 100%

1st 9 Weeks Grade = 40%

2nd 9 Weeks Grade = 40%

Final Exam = 20%

Overall Class Grade = 100%

\*Projects for this year will often be done in the classroom but unfinished work will be completed at home before the due date. All project dates are given well in advance.

**Topics of Study:**

ET-ECE III 1. Demonstrate employability skills required by business and industry.

ET-ECE III 2. Recognize, identify, and explore the benefits of child-directed play.

ET-ECE III 3. Determine activities necessary to support early childhood communication and language development.

ET-ECE III 4. Using observational and research methods, provide appropriate responses to children who might exhibit challenging behavior and employ various guidance methods for redirecting undesirable behavior in a positive, nurturing manner.

ET-ECE III 5. Examine current trends affecting children and caregivers.

ET-ECE III 6. Explore the changing dynamics in family culture and diversity.

ET-ECE III 7. Examine the causes and effects of stress on young children.

ET-ECE III 8. Explore appropriate technology integration for the Young Child.

ET-ECE III 9. Formulate concepts using Georgia's Better Brains for Babies training materials as background information to study the importance of early brain development.

ET-ECE III 10. Discover an infant's nutritional needs as well as foods to avoid.

**Careers Related to Early Childhood Education:** Preschool, kindergarten and elementary school teachers play a vital role in the development of children. They introduce children to math, language, science and social studies and teach basic skills. Teachers design classroom presentations to meet students’ needs and abilities. They also work with students individually. They are responsible for planning, evaluating and assigning lesson plans; preparing, administering and grading tests and maintaining discipline.

Most early childhood education teachers work a 10-month school year with a 2-month vacation during the summer. Many teachers work more than 40 hours a week. Teachers often work with students from varied ethnic, racial and religious backgrounds. With growing minority populations in most parts of the U.S., teachers must work effectively with a diverse student population. Employment opportunities in this field require dedication, but can also leave you with a great sense of accomplishment and making a difference in another person’s life.

Choosing this pathway will lead you to a career (among many options) as any of the following:

|  |  |
| --- | --- |
| •   Au pair •   Childcare Director •   Counselor •   Designer of children’s products •   Education Administrator •   Family Child Care Home Operator •   Elementary School Teacher | •    Nanny •    Parent Educator •    Preschool Teacher •    Social Worker •    Rehabilitation Counselor •    Teacher’s Aide |

In addition, parenthood is not necessarily thought of as a career, but it is the most important responsibility one can ever be given in life. The ECE pathway offers multitudes of opportunity to learn the principles needed for successful parenting.

**Final Exam Exemption Procedures** To be offered the opportunity to exempt a final exam, a student must:

A. Have zero absences for the entire semester in that class and a semester average for that class of at least 80%

B. Have not more than one absence for the entire semester in that class and a semester average for that class of at least 85%.

C. Have not more than two absences for the entire semester in that class and a semester average for that class of at least 90%.

D. Have not more than three absences for the entire semester in that class and a semester average for that class of at least 95%.

E. Be free and clear of all fines, charges, etc. NOTE: Being suspended from school, assigned to ISS, or having more than five tardies and/or early checkouts or a combination of both in any class during the semester makes a student ineligible for exemption. (Note, this policy does not include any course that requires an EOC/Milestone assessment; those are always mandatory).

**Plagiarism**

Students that have plagiarized any portion of their written work shall receive a grade of a 1. For the first offense a student may rewrite the assignment for a grade no higher than a 70. Each offense after the first, the student receives a grade of 1, with no option for rewriting the assignment.

**Late Assignments/Grading**

Points will be deducted daily for late work. Students are expected to turn in assignments on time and are responsible for makeup work when absent. Students will receive a 1 on assignments that are not turned in, or are excessively late.

Parents are encouraged to sign up for the parent portal through Infinite Campus to view information on students’ grades and attendance. Students are encouraged to keep a check on their grades and assignments through Infinite Campus as well.

**Syllabus Signature:** If you have any questions, please do not hesitate to ask. On occasion, pictures and/or videos will be taken of students and their participation in activities and projects. Parents must contact me if this is not acceptable for their child. Signing this syllabus not only signifies that both student and parent/guardian have read the syllabus and accept the responsibilities and requirements of this course, but it also signifies parental acceptance of their student possibly being captured on film for digital scrapbook (website) or program marketing purposes.

Student Name (printed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Block\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Parent’s Phone #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Parent’s Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Pickens County Non-Discrimination Policy:**

Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and the Perkins Act of 1998); or disability (Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance. Student, parents, employees and general public are hereby notified that the Pickens County Board of Education does not discriminate in any educational programs or activities or in employment policies.