**Early Childhood Education III**

**Coach Katrina Stone**

**Course Syllabus 2024-2025**

*“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”*

*Malcolm X*

**Course Description**

Early Childhood Education III is the third course in the Early Childhood Care and Education pathway and one option for program completers who may not have the opportunity of participating in the Early Childhood Education Internship. The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, 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.

● Lab hours (20-30 minimum) will be creatively constructed in accordance with COVID-19 regulations and guidelines. Most will be completed in the classroom where students will practice skills, complete lab checkoff activities and facilitate whole group lessons. Lab Gear Sheet will be provided later in the semester for those that work with community partners supervising children.

**Textbook**

Working With Young Children, Judy Herr

NOCTI ECE practice

**Textbook**

TBD

**Unit/Concept Names**

**Unit 1:  Introduction to ECE III / Employability Skills / FCCLA**

**Unit 2:  Child-Direct Play**

**Unit 3:  Early Communication and Language Development**

**Unit 4:  Responses/Guidance Methods (Challenging Behavior)**

**Unit 5:  Current Trends**

**Major Course Projects and Instructional Activities**

At least three projects will be assigned each grading period. This will be an extension or enrichment of the concepts discussed. Students will have 1 to 3 weeks to complete each project depending on the complexity of the task. Some tasks and/or projects will be completed in class (specifically the unit culminating tasks – these MUST be completed in class only).

**Course work/Classwork**

Students will receive a variety of assignments designed to enhance their learning. If a student is absent, the student is responsible for the missed assignment.

Students are expected to submit work on time. Doing so exhibits pride in producing quality work and fulfilling student responsibility. This work habit is a behavior that supports academic achievement and demonstrates characteristics from our Richmond County School System Profile of a Graduate. Late work can negatively impact learning and your ability to demonstrate mastery of the standards.

When the assignment calls for students to produce original work, students will not use Artificial Intelligence (AI) to generate the assignment for them. Assignments are given to help students learn and demonstrate what they know. While there may be appropriate times for students to use AI during the learning process, using AI to generate original work in place of the student completing the work, is considered

Academic Dishonesty and can be punished according to the rules outlined in the Code of Conduct.

*See RCBOE IHA-R Grading Practices*

**Late Work (Grading Policy- See RCBOE IHA-R Grading Practices)**

Students may have their scores reduced by 5% per school day for a 25% maximum reduction (five school days). ***Late work submitted after the fifth school day will only be accepted at the teacher’s discretion.***

**Make-Up Work (Grading Policy)**

Students are expected to make-up assignments and assessments that were missed due to absence from school. Students are responsible for asking teachers for the make-up work upon returning to class. Make-up work should be completed by the student within the time specified by the teacher. In most cases, students have 2 school days per absence to submit work once they return. If a student is absent on the day a project is due, the student should submit the project on the assigned due date. If a student misses a test or quiz, they should be prepared to complete the assessment before or after school within 3 days of when the assignment was administered. Students are responsible for emailing the teacher to arrange that time. There will be no make-up days on Thursdays or Fridays.

**Evaluation (Grading Policy)**

* Minor Grades 60 % (Quizzes, Class work, Graded Writing Assignments, Group Work, etc.)
* Major Grades 40 % (Unit & Chapter Test, Projects, Tasks)

**Relearn and Reassess Plan**

For any major assessments, students will have the opportunity to submit a relearning plan for parent and teacher approval. Upon satisfactory completion of the plan, as determined by the teacher, students will be given a minimum of **ONE** opportunity to be reassessed. Only students scoring below 70 on a major assessment can complete a relearning plan unless exempted with parent approval.

Reassessments may be different from the original.

The reassessment score will replace the original score (the scores will not be averaged).

Reassessments should be completed **within 7 school days** of receiving the original grade. Teachers should have discretion to extend the timeline to address extenuating circumstances.

*See teacher class page for Relearn/Reassess*

**Classroom Procedures & Expectations**

The overarching expectation in this class is to represent WAR (W, Accountable, Respectful)

Below are the expectations for how to W.A.R. in class!

|  |  |
| --- | --- |
| **Wholehearted** | * **Maintain a positive attitude.** * **Accept mistakes as steps towards progress.** * **Commit to learning rather than grades.** |
| **Accountable** | * **Listen/look for instructions.** * **Ask for help.** * **Take responsibility for my own learning and growth.** * **Arrive to class prepared with my laptop, notebook, textbook, and**   **writing utensil.** |
| **Respectful** | * **Show human decency.** * **Use language to uplift and encourage yourself and others avoiding profanity, slurs, and insults.** * **Don’t be wasteful of the classes’ resources, time, and space.** |

**Course Materials**

\* 3” 3-ring Binder \* 1 Package of Dividers (5 Total) \* 1 - Composition Notebook \* Pencils (mechanical pencils preferred \* Highlighters. \* Loose Leaf Paper \* (6) two pocket plastic folders w/ 3 holes

\* Coloring Utensils (crayons, coloring pencil, or markers)

**My contact information:**

Email: stoneka@boe.richmond.k12.ga.us

**Student Contract:** I understand that all work should be completed on time. I understand that my teacher may deduct five points per day and communicate this in my Infinite Campus gradebook. I also understand that work turned in after the learning has occurred may not be graded (no more than 5 school days from the due date). I understand that using Artificial Intelligence to complete assignments where I am asked to produce original work will be considered Academic Dishonesty.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_

**Parent Contract:** I understand that my child is expected to complete assignments on time. I will

remain in communication with my child’s teacher and monitor missing and late work as noted in Infinite Campus Parent Portal. If my child continues to submit work late, I understand that a parent-teacher conference will be needed to co-develop a plan of action. I understand that my child should not use Artificial Intelligence to complete assignments where students are asked to produce original work.

Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_