



# Early Childhood Education III

SYLLABUS

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Room 355

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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 NOCTI 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, scholarship, college and job applications!

The 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. White 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:** (provided by the school)

Pencil and/or pen

Notebook paper (for binder)

Dividers (optional)

1" or 1 ½" three ring binder

## **Cell Phone Policy**

Cell phones are not allowed out during class. Upon entering class, students will place phones in a numbered, pocket organizer that correlates with their seat number. If a student has a phone out during class, it will be taken up. Students may pick it up at the office at the end of the day. The incident will be documented in Educator's Handbook. If a student continues to use the phone, the device will be sent to the office for parent pick up.

## **Absences, Make-up Work and Tardy Policy**

Students are expected to be in the classroom and seated when the bell rings, or they are counted tardy. Students who are tardy 1<sup>st</sup> block will be sent to the office to receive a tardy slip. Every tardy is documented in educator's handbook. Students are expected to complete work, **while in class**. Students who are absent have 3 extra days to complete assignments.

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

1. Be on time and prepared for class.
2. Complete daily class assignments and turn them in on time.
3. Upon entering class, put phones in the pocket organizer, and quietly begin the bell ringer assignment.
4. Stay in your assigned seat, unless you have permission to do otherwise (don't ask to change seats).
5. Be respectful to classmates and teachers.
6. Only have out class materials (does not include cell phones, makeup, hairbrushes, or mirrors).
7. No sleeping, styling hair, or putting on makeup during class.
8. HAVE FUN! 😊

**Grading Policy:**

Formative: 40%  
Summative: 60%  
= 100% total semester average

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Semester Total Average	=	80%
Final Exam	=	20%
Overall Class Grade	=	100%

**Late Work Policy:** Points are deducted daily for work turned in late (-5 points daily). ONLY two weeks are allowed for late work. After this time, the work can no longer be turned in, and the student will receive a zero.

**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 and Copying** Students that have plagiarized any portion of their written work will receive a 0. 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 0, with no option for rewriting the assignment. Copying another students' work or cheating in any capacity, will be documented in Educator's Handbook, and the student will receive a zero.

**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.

**Syllabus Signature:**

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 \_\_\_\_\_

Student's Email Address \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent Name \_\_\_\_\_

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.