



Introduction to Early Childhood Education / Fall

2021-2022

Instructor	Mrs. Cathy Bailey-Bagby	E-mail	cbagby@lhusd.org	Phone	928-854-5001 extension 4145
Class Information:	<p>Room #: J 140</p> <p>Office Hours: Monday-Wednesday-Friday 2:30-3:00 pm</p>				
Course Description:	<p>This year long course will open the door to careers in the early childhood education field. Students will gain practical experience by assisting in the operation of a preschool during selected lab times. The classroom lessons and lab experiences will teach practical ways to guide children through a variety of daily experiences in safe, fun and educational ways. Curriculum will follow the Child Development Associate Credentialing process and students will complete the following components: Safety, Health and Nutrition; Learning Environments in Early Childhood; Principles of Child Development and Curriculum; Intellectual Development, and Social, Emotional and Self-concept Development. The professional resource file will be introduced as students collect and organize data, complete activities, and provide evidence of learning. Students will be given the opportunity to participate in FCCLA.</p> <p>The course fee is used to purchase preschool t-shirt, supplies needed for the Child Development Associate Credential (CDA) and binder, consumables and supplies for all lessons and projects taught.</p> <p>Students are required to submit proof of T.B. skin test or obtain testing prior to registration</p>				
Prerequisite:	<ul style="list-style-type: none"> ❖ An application and proof of TB skin test must be submitted to enroll in the class. ❖ Priority will be given to sophomore students followed by juniors and seniors. ❖ This course will serve as a preparatory course for Advanced A CDA courses. 				
Course Learning Units:	<p><i>Curriculum will follow the Child Development Associate certification process and students will complete the following components: Safety, Health and Nutrition, Learning Environment in Early Childhood, Principles of Child Development and Curriculum, Intellectual Development and Social, Emotional and Self-concept Development.</i> The professional resource file will also be introduced as students collect and organize data, complete activities and provide evidence of learning.</p> <p><u>Goals of Introduction to Early Childhood Education:</u></p> <ol style="list-style-type: none"> 1. The student will practice safe workplace procedures. 2. The student will establish practices to support good health and nutrition in young children. 3. The student will establish and maintain an environment to promote learning and discovery. 4. The student will demonstrate professionalism in the field of early childhood education. 5. The student will analyze the continuum of physical and sensory development in young children. 6. The student will support the continuum of social and emotional development in young children. 7. The student will analyze the continuum of cognitive development in young children. 8. The student will analyze the continuum of language and literacy development of young children. 9. The student will promote opportunities to stimulate creativity in young children. 10. Provide opportunities for the development of a positive sense of self and independence young children. 				
	<p>Create introductory poster of self Create a Video of Early Childhood</p>				

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Syllabus: Introduction to Early Childhood Education (Mrs. Cathy Bailey-Bagby)

Major Course Assignments and Projects:	Complete Power of One Series Create a children’s book for preschool procedures Complete and create presentation for career investigation Participate in flour sack sibling project & create a book about siblings milestones Participate in a job interview Create a professional presentation following FCCLA rubric Create a preschool snack menu
Supplies and Resources:	Notebook and or binder / Expo marker / 5 pound bag of flour (not required until later)
Text / Online Applications	<p>Textbooks Name: <u>All about the ECERS-R</u> (Debby Cryer, Thelma Harms, Cathy Riley, K Press, ISBN: 0-88076-610-7) <u>Arizona Early Learning Standards</u>, Arizona Department of Education, 2005</p> <p><u>Effective Practices in Early Childhood Education: Building a Foundation</u> (Sue Bredekamp, Person Publishers, ISBN: 978-0-13-704756-7) <u>Essentials for Child Development Associates: Working with Young Children, 2nd edition</u> (Carol Brunson Day, Editor, Council for Professional Recognition; ISBN: 0-9759140-0-6) <u>Skills for Preschool Teachers</u> (Janice Beaty, Pearson Merrill Prentice Hall; ISBN: 0-13-158378-6) <u>Working with Young Children</u> (Judy Herr, Goodheart-Wilcox; ISBN: 1-59070-128-3)</p> <p>Textbook Delivery: in class</p> <p>Google Classroom Code: 1st period: f6bmdmx 4th period: i4denen 6th period: zjxo4dv</p> <p>Required Apps with Login Info: Google Classroom</p>

<p>GRADING/ASSIGNMENT PROCEDURES:</p> <p>Assignment Weighting for Course: Participation 50% (preschool lab time, in class trainings, in class activities, preparing for preschool lab time) Projects: 30% (Create introductory poster of self, Create a Video of Early Childhood, Complete Power of One Series, Create a children’s book for preschool procedures, Complete and create presentation for career investigation, Participate in flour sack sibling project & create a book about siblings milestones, Participate in a job interview, Create a professional presentation following FCCLA rubric, create a preschool snack menu) Classwork: 20% (thinking maps, article reflection, tickets out the door)</p> <p>Grade Scale: 90-100=A / 80-89= B / 70-79=C / 60-69=D / 59-0= F</p> <p>Assignment Policies: All assignments must be turned in via Google Classroom.</p> <p>Late Work: Per district policy and receiving full credit (see Student Handbook).</p>
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Attendance & Absence:

A parent or guardian must notify the attendance office by phone or in writing on the day of the absence. Once on school grounds, a student may not leave campus without permission and without signing out in the attendance office.

Tardiness:

A student not in his/her assigned seat when the tardy bell rings is considered tardy. A student who is tardy to his/her first class of the day must report directly to the attendance office and not go directly to class. It is the student's responsibility to have a pass if they are late to the other class periods.

Absent Work:

A student is allowed 1 day to make up work for each day he/she is absent. (2 days absent= 2 days to make-up work, etc.)

District Homework Policy

Purpose:

- Homework should be purposeful, intentional, and relevant to instruction.
- All types of homework should promote high-quality learning and achievement.
- Teachers introduce new concepts, information, and skills in school, **not** in homework.

Time:

- Time spent on homework should be purposeful in terms of learning and skill acquisition.
- Homework may be assigned on a daily or long-range basis where students can expect an average of 70 to 120 minutes per night encompassing all subject areas.

Academic Dishonesty:

Academic dishonesty will not be tolerated under any circumstances. Cheating, copying, or plagiarism of any form will result in failure of the assignment, disciplinary referral, and a parent contact. (See Student Handbook)

School Behavior and Expectations:

Students are responsible for abiding by the Student Code of Conduct located in the Student Handbook.

Tobacco, Drug and Alcohol Policy:

If a student is found to have any type of tobacco, drug or alcohol in their possession or engage in vaping, e-cigarettes, drugs or alcohol, **the student will be removed from the Early Childhood Education Program.**

- use the restroom BEFORE coming to class
- when entering the room, place your cell phone in the cell hotel & wear name tag
- no swearing in classroom or preschool lab
- be engaged in lessons and labs (classroom and preschool lab)
- no working on other subjects or assignments
- place all valuable items (money, electronics, etc) in lockers during preschool lab time

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Cell Phone Policy:

Upon entering the classroom, cell phones must be silenced and placed in a cell phone holder unless being used with a teacher BYOD plan. When staff members ask students for their cell phones, refusal to turn the cell phone over may be treated as insubordination. Cell phones may be in use during passing period and during their lunch period. Students may not use their phones to take pictures. Air Pods, Ear Buds, and Headphones will be treated as a cell phone violation. Inappropriate use of smartwatches and other smart technology will also be treated as a cell phone violation.

Dress Code:

The district dress code will be strictly enforced. If you are not dress code compliant, you will be sent to the office. (See Student Handbook)

Location of Use and Wireless Access

Wi-Fi: LHUSD-Guest Password: guestpassword

PARENT / STUDENT AGREEMENT
Introduction to Early Childhood Education

(Please keep the syllabus and return this page to your teacher)

I have read the above syllabus and understand all policies and procedures.

Student's Name Printed Student's Signature Date

Student's School E-Mail Address

Parent's Name Printed Parent's Signature Date

Best way to reach you: _____ AND/OR _____
Parent's E-Mail Address Parent's Phone Number

Additional comments/information from the student or parent:

**Please sign and return
by Friday, August 6, 2021.**

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