



Reynolds High School

Exploring Early Childhood Education

Building Relationships for Academic Success

Daisy Macias

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Required Textbooks/Materials

Binder, RHS planner, writing tools – pencils, pens, and charged Chromebook.

Course Description

Exploring Early Childhood Education is a one semester introductory course taught in a classroom setting. Students become familiar with children's developmental needs and interests. They participate in hands-on projects and activities that give a fundamental understanding of the care and education of young children.

Unit 1 Introduction to Early Childhood Education	Unit 6 Intellectual Development - Literacy
Unit 2 Learning Through Play	Unit 7 Language Development
Unit 3 Physical Development	Unit 8 Social and Emotional Development
Unit 4 Intellectual Development - Math	Unit 9 Nutrition
Unit 5 Intellectual Development - Science	Unit 10 Eric Carle

Course Requirements

Participation in class discussions, completion of class work, engagement in hands-on activities. Students are expected to complete classwork. Any assignment not completed during class time, will be expected to be completed at home.

Grading Policy

Students will be assessed according to scoring guides. Grades will be based on proficiency in national standards and will be determined by both formative and mastery assessments. All written work must follow RHS Common Academic Norm requirements. Grades will be posted on synergy.

Letter Grades and Percentage Breakdown

Final grades will be based on the percentage description in the student course catalog, A-F scale. Power 10%, Classwork 40%, Mastery 50%

Late Work Policy

Students should always complete work and turn it in, even if it is late. All work is due as a part of a unit packet, with a cover sheet listing all assignments within that unit. Students should always complete work and turn it in. *Work turned in after the completion of the following unit will only be worth 50% of the total points possible. Example: if Unit 1 is not turned in by the completion of Unit 2, the completed Unit 1 packet will only be able to earn 50% of the total points possible.* Work for extended absences will be provided if available. If a student is absent on the day work is due, they may turn it in the next day the student is in class. **It is the student's responsibility to obtain missing assignments from the assignment file.**

Class Expectations

Attendance and participation in this class are expected and crucial for success. Students are expected to come to class prepared and ready to learn and engage when the bell rings. Behavior expectations laid out in the student handbook are expected to be followed. Cell phones must be off and away during instructional time. Cell phones out in class will be put into an envelope and sent to the main office for pick up. Constant cell phone usage in class that disrupts instructional time may result in a referral.

Letter	Stands For	Letter Stands for What does this look like in our classroom?
P	Prepared & Punctual	<ul style="list-style-type: none">• Be in the classroom by the bell, ready to engage, with phone away (in backpack).• Honor 10/10 by actively engaging in class from bell to bell.• Prepare planners and ask to get them signed at the appropriate time to leave the classroom.• Bring their charged Chromebook and all required materials on instructional days.
O	Organized	<ul style="list-style-type: none">• Keep all ECE unit assignments in a designated area (binder or folder), readily accessible to staple and turn in at the end of the unit.• Organize the assignments and activities for ECE in a planner, copied from the posted Teacher Week Ahead.• Take care of non-class business outside of class time whenever possible.
W	Writers	<ul style="list-style-type: none">• Write in class every instructional day to complete ECE assignments.
E	Engaged	<ul style="list-style-type: none">• Students will participate in class discussions, and group work time.• Students will ask the teacher clarifying questions to further their learning.• Students will actively collaborate with their peers.
R	Respectful	<ul style="list-style-type: none">• Being an active listener during class time, to allow themselves and their peers to absorb more information.• Think and process their thoughts before they speak and consider their language.• Practice compassion and lend a helping hand/ear to peers.

I, student and parent, acknowledge the information provided in the Exploring Early Childhood Education syllabus, and agree to uphold the expectations and requirements of the course, including the off and away cell phone expectation.

Student Name (please print) _____

Student's Signature _____ Date _____

Parent's Signature _____ Date _____