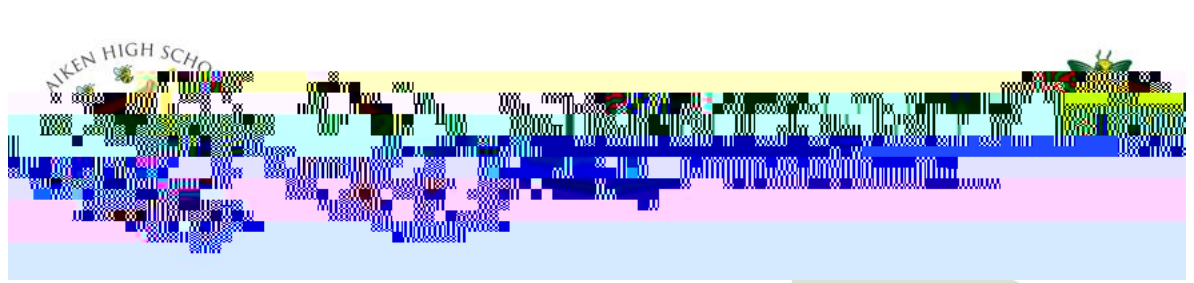


AHS
ECE + FCS



focuses on growth and development from infancy to toddler - the physical, social, emotional, and cognitive growth and development of children. Helping students acquire knowledge and skills essential to children's quality care, and practical guidance is emphasized. Students learn to create environments that promote optimal development. Students will explore factors influencing a child's development from conception through childhood. Students will have numerous opportunities to engage in service and project-based learning throughout the course. Students should participate in FCCLA, our CTSO.

Mondays, Wednesdays - Fridays:
3:30-5:00 PM by appointment

Before school - 7:45-8:20 AM or 4th
Wednesdays during Homeroom

3rd block (12:30-1:50 PM) -
Parents/Guardians Only

If a student needs to make up work,
needs extra time, or help on an
assignment, students may request a
pass to my class for the above times.

The RealCare® Baby experience is a major part of the 2nd quarter. Students will be expected to take the RealCare® Baby 3 Infant Simulator home for a weekend to experience caring for a newborn. parents and students decide to participate in this experience, students will be expected to complete a research project that will include a research paper, a survey & interviews, and a presentation. More details will be given in the 4th quarter.

3

Family structures + Family Life Cycle
Parenting Styles + developmentally appropriate guidance techniques
Reproductive Issues: STIs, Contraception, Infertility, Human
Reproductive System (male and female)
Prenatal (mom) and Fetal (baby) Development (conception – birth)
Developmental milestones for infants and toddlers
Health and safety issues for each stage
Ways to support development
Domains and Principles of Development
Skills to be competent and confident caregivers

work in groups and as individuals
research, prepare, and present projects
participate in hands-on activities and
simulations, including pregnancy belly and
RealCare® Baby
be a part of FCCLA
use Schoology and Office 365

read textbooks and complete textbook based
assignments

Since this program is preparing you to work with children, I will expect highly professional behavior from students. I cannot risk inappropriate behaviors in front of young children. Incidents of violence, office referrals in this or other classes, repeated use of profanity or put-downs, or other extremely unprofessional behavior can result in the denial of acceptance into Child Development 2 and the Early Childhood Education program.

are given at the end of the semester and account for 20% of the semester grade. This will be a major test.

$$Q 1 (40 \%) + Q 2 (40\%) + E 1 (20\%) = S 1$$

Week 1

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____ Passing grade (60%) to be a " completer"
____ NO late classwork will be accepted without an excused absence or accommodation.
____ See " Late Work Policy" above for major assignments.
____ Must receive Mrs. Franklin's approval to continue into Child Development 2 and the Early Childhood Education Program (this will be based on your professionalism).

____ As education professionals, we are expected to interact in situations that are confidential, emotional, professional and unexpected. A day in the life of an education professional cannot be predicted. As Child Development students, you are considered professionals in training and are expected to adhere to the expectations of an education professional – You are the education professional.

-
- ____ Pinecrest/CIL transfer
 - ____ Charges placed on a student inside or outside of the school setting
 - ____ Illegal drug possession
-
-
- ____ Violation of the HIPAA/FERPA policy will result in immediate removal from the program (discussing privileged/protected information without permission outside of the practicum site or with unapproved individuals)
 - ____ Suspension of 5 or more days
 - ____ Repeated infractions in the Ch. Dev./ECE classroom or in class activities
 - ____ Being placed on a behavior contract through the administration.
-

Student Name: _____ Grade: _____ Block: _____

I have read the attached syllabus and understand what is expected of me. I agree to abide by the expectations of this course and will accept any consequences for failing to do so.

Student Signature: _____ Date: _____

I have read the attached syllabus and understand what is expected of my child. I will contact Mrs. Franklin if I have any questions or concerns. I will encourage my child to abide by the expectations and to learn all he/she can during this course.

Parent Name: _____

Parent Signature: _____ Date: _____

Parent Contact Information:

Home #: _____ Best time to Call? _____ Text or Voice Messaging? (Circle one or both)

Work #: _____ Best time to Call? _____ Text or Voice Messaging? (Circle one or both)

Cell #: _____ Best time to Call? _____ Text or Voice Messaging? (Circle one or both)

Parent Email Address: _____

Student School Email Address: _____

Please answer the following questions:

1. Does your child have access to the internet at home? YES – no issues YES – Cell phone only NO (Circle One)
2. Does your student have any food allergies or sensitivities I need to be aware of - we occasionally have food as part of a lesson? If yes, to what?
3. How can I support your student (and you) to have a successful year in my class?
4. Would you be willing to speak to my class(es) about issues involved with STIs, pregnancy, childbirth, infancy, toddlerhood, preschoolers, schoolage children, education, child abuse or neglect, health care or social work with women and/or children, careers working with children? YES or NO If yes, what topics?
5. Would you be willing to volunteer with the class for certain activities where extra supervision or help with setting up activities is needed (or even making copies)? If yes, would you be available and would you be willing to help?