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School Year	2020-2021	Teacher Name	Emily McCloud
Office	F0607	Website	Schoology
Phone	720-972-2340	Off Hours	5th, 7th, 8th
Email Address	emily.a.mccloud@adams12.org		

Course Name	Early Childhood Education I		
Course Description	Provides an introduction to the profession of Early Childhood Education (ECE) focussing on ages birth through age 8.		
Unit of Study	Grade Level Expectations/Content Standards	Approximate Time Spent or Percent of time Spent	Targeted Date of Assessment
Childcare Roles and Obligations	Understand why early childhood education matters and be able to describe the basic responsibilities of the childcare environment.	1 week	Quarter 1
Child-care Rules and Regulations	Describe the types of child-care facilities and explain how child-care facilities are regulated.	1 week	Quarter 1
Early Childhood Development	Understand the typical stages of development from infancy through school years. Recognize typical developmental milestones. Understand the four developmental domains.	3 weeks	Quarter 1
Observing Children	Describe and practice observation skills used in early childhood program settings.	1 week (ongoing throughout the semester)	Semester
Literacy and Language	Understand the importance of early literacy. Explain how child-care encourages and supports the development of language and literacy skills	2-3 weeks	Quarter 1
Developmental Theory	Explain major theories and theorists in child growth and development.	1-2 weeks	Quarter 2
Play: A Child's Work	Describe when play behaviors develop, how children play at different ages, the types of play, and how this benefits children.	1-2 weeks	Quarter 2
Guidance and Discipline	Identify appropriate guidance techniques and classroom management strategies.	1 week	Quarter 2
Clean/Safe/Healthy Environments	Describe and practice best practices for the health and safety of young children.	1 week	Quarter 2
Nutrition for Young Children	Describe best practices for nutrition in young children including USDA requirements, meal planning for children, and positive mealtime strategies.	1 week	Quarter 2
Family and Community Relationships	Demonstrate how to talk with parents and maintain open communication. Identify strategies for building relationships with families and the local community.	1 week	Quarter 2
Personal Goals and Development	Demonstrate an understanding of professionalism in early childhood education. Identify careers working with children and develop an educational plan for working with children.	1 week	Quarter 2

Grading Scale		Grade Percentages/Weights	
A	90-100	Summative Assessments & Projects	80%
B	80-89	Formative Assessments & Projects	20%
C	70-79		
D	60-69	*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp	
F	59 or below		

General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
- **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
- **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc.
- Assessments will be graded based on teacher/district/state or FLVS rubrics.
- Grades are based on achievement of Content Standards and Grade Level Expectations.

Class Expectations

Missing or incomplete assignments/assessments for this course: Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course.

Materials:

- Chromebook or Laptop
- **Highly recommend students have a notebook and/or paper available to them with appropriate writing utensil.
- Additional supplies may be suggested for projects as we progress through the semester.

Absence/Attendance Policy:

- Attendance will be taken *Monday, Tuesday, Thursday, and Friday* based on your presence in our synchronous learning (ie. logging in and participating in the daily Google Meets).
- *Wednesday* attendance will be taken based on completion of an asynchronous activity in *Schoology*.

Late Work:

- Excused absences have the number of school days missed plus one day to make up assignments, tests, quizzes, etc.
 - You will receive 10% off for each day turned in late.
 - After a week it will not be graded
- Unexcused absences will receive no more than 50% of credit if turned in upon the day of return.

Student Expectations

- Students are expected to log onto Google Meets *Monday, Tuesday, Thursday, and Friday*.
- Students will be respectful and tolerant of one another's experiences and points of view. Harassment of any kind will not be tolerated.
- When participating in Google Meets
 - Stay muted unless called upon
 - Have your video on for active attendance
 - If you need to excuse yourself during the time we are meeting please do so.