



EARLY CHILDHOOD EDUCATION YEAR 1
SY: 2026-2027
ROOM 819 PAGE HIGH SCHOOL

Instructor: Christine Johnson

Office Hours: Report no later than 3:50 M, W

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Google Classroom:

5A: [wciylqa2](#)

6A: [re25a62n](#)

MODIFICATION: The Instructor reserves the right to **add, delete, or modify** information in the syllabus and/or assignments which will be announced in class and noted on **Google Classroom**.

COURSE GOALS: To introduce fundamental human development from birth to age eight years through the study of theorists, researched information, and hands-on experience in the early childhood classroom.

COURSE CONTENT:

1. Foundational concepts, factors influencing **prenatal** development, **infant** development, **toddler** development, **preschool** development, **early elementary** child development, procedures and regulations that promote **health and safety** in early childhood environments
2. **health and nutrition** in young children, strategies to build **family and community relationships**, developmentally appropriate **practices**, developmentally appropriate **learning environments/centers**, developmentally appropriate **learning experiences**, strategies that promote **prosocial behavior** in young children, **observation and assessment** strategies in early childhood settings, and **professionalism, legal, and ethical practices** in the early childhood education

COURSE OUTCOMES: Students will:

1. use focused notes to learn about human development from birth to age eight years;
2. apply strategies for creating projects related to the learning objectives to inform others;
3. compose presentations to relate their learning to their classmates;

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4. identify and employ academic vocabulary strategies to study the learned terms;
5. critique their own and other students' knowledge of the learned content through small group and partner group study groups;
6. revise and edit writing for coherence, conciseness, clarity, diction, and conventions of Standard Written English;
7. research, evaluate, analyze, and document sources related to the learned material;
8. integrate evidence to support their own ideas, using quoting, paraphrasing, and summarizing.

Course Outcomes Assessments

1. presentations and projects
2. practice TSA exams
3. vocabulary quizzes
4. participation points

STUDENT RESPONSIBILITIES:

- an understanding of **Google Classroom, Google Docs, and Google Slides**
- putting forth your **best** effort
- trust and **respect** yourself and each other
- prompt submissions of **assignments**
- consistent and **prompt** attendance
- active participation in course (communicating with your peers and **your instructor**)

WHAT TO DO WHEN ABSENT (NOT from athletics or club activities or any other extracurricular activities at the high school): All classroom assignments will be on paper and can be obtained in the classroom upon your return. Lectures and assignments will be uploaded to **Google Classroom** after class for future reference. It is your **responsibility** to obtain the papers and/or **check Google Classroom** for the learning you have missed, and you can always ask me, as well.

- ◆ **It is best to inform me of your absence particularly if you end up being out for more than one day due to an illness or any other personal matter.**
- ◆ **I do not need to know what is going on in your life unless you wish to spill that information.**
- ◆ **I can keep you informed of what is going on or just be able to set aside the papers for you upon your return.**
- ◆ **A one day departure is not a need to inform me unless you need me to know.**
- ◆ **With this type of absence, the school policy is **three days** for work to be turned in if it was during a due date that you were gone though it has been nice when people simply email me their work by taking a picture or sending the Google Doc if I do not have access to the document, but it is not required.**

ATHLETES: What to do when you are absent - You have a sports schedule. Read it, memorize it, and keep it handy as all due dates for this course are given out verbally, on the whiteboard, and/or in the comments of each assignment in PowerSchool. You are **not given three days** to turn in work like a regular absence. Here is the wording from the student handbook for this school year:

Make Up Work: When an absence is due to a school activity, all work due the day of the absence must be completed and turned in before the student(s) leave. Work assigned for the day following the absence; must be completed when student(s) arrive at class the next day.

CLUB MEMBERS/CLUB OFFICERS/EXTRACURRICULAR ACTIVITY STUDENTS/CTE PARTICIPANTS, AND ANYONE ELSE I HAVE MISSED CONNECTED TO AN ACTIVITY WITH PAGE HIGH SCHOOL: What to do when you are absent - Same goes for this group as you know when you are leaving for an activity and wording from the student handbook for this school year applies to this group, as well:

Make Up Work: When an absence is due to a school activity, all work due the day of the absence must be completed and turned in before the student(s) leave. Work assigned for the day following the absence; must be completed when student(s) arrive at class the next day.

CLASSROOM ETIQUETTE

- ❖ Arrive to class **on time** with the intent to do your best in each class period.
- ❖ Enter class prepared with the requirement of participating to your **fullest** in all material.
- ❖ Please be **respectful** and courteous toward one another and especially when working with other students.
- ❖ Cell phones, or any other electronic devices, are not allowed in the classroom.
- ❖ Enjoy your **learning experience**.

This class will consistently recognize and reinforce The Sand Devil Way at Page High School.

The Sand Devil Way	Classroom Expectations
Be Kind	• Respectful Comments, body language and facial expressions • Help and encourage others
Get Involved	• Actively participate • Ask questions
Work Hard	• Attend all classes, on time, every day • Complete your best work on time • Overcome challenges

Students who violate classroom or school rules will be held accountable through the posted accountability system. Major infractions will be referred to the Dean of Students immediately, while minor infractions will be enforced accordingly:

1. Verbally reminded about the expectation
2. The appropriate behavior will be re-taught
3. Appropriate behavior will be taught and an intervention will be utilized
4. Parent/guardian contact
 - a. Office Discipline Referral completed by teacher and student and sent to Dean of Students

Tardies

Tardies are disruptive to the learning environment. They break the momentum of learning in the classroom. Likewise, they often make the teacher stop and change the completed attendance. If you are tardy to class, it will be treated as a minor incident and following steps will be taken by both the teacher and the student:

- 1st tardy:** Teacher records the tardy (include the tardy #), communicates expectation to the student (re-teach), and utilizes classroom management procedures to reinforce expectation
- 2nd tardy:** Teacher records the tardy (include the tardy #), communicates expectation to the student (re-teach), and utilizes classroom management procedures to reinforce expectation.
- 3rd – 4th tardy:** Teacher records the tardy, Tardy Office Discipline Referral (Tardy ODR) completed by teacher and student is sent to Dean's office. Student assigned to lunch detention.
- 5th tardy:** Teacher records the tardy, Tardy Office Discipline Referral (Tardy ODR) completed by teacher and student is sent to the Dean's office. Student assigned to After-School Detention (ASD) to complete reflection assignment and to make-up missing academics. Parent meeting with the Dean of Students.
- 6th tardy:** Teacher records the tardy, Tardy Office Discipline Referral (Tardy ODR) completed by teacher and student is sent to the Dean's office. Student assigned to After-School Detention (ASD) to complete reflection assignment and to make-up missing academics. Parent meeting with the Dean of Students. Student referred to counselor for time management sessions.
- 7th + tardy:** Teacher records the tardy, Tardy Office Discipline Referral (Tardy ODR) completed by teacher and student is sent to Dean's office. Student meets with the teacher, parents, counselor, and Dean to formulate an intervention plan.

Early Childhood Contract

2026-2027

Year 1 Course

This contract is to fulfill the requirements and the positive relationship between Page ECLC and the students enrolled in year 1 of the CTE Early Childhood Education program at Page High School. **Professionalism points:** 7 pts given each Tuesday for on-time attendance, staying full time, and helping the classroom teacher.

I will ensure that I:

1. Am on time to the school site I have been assigned, and I will notify Ms. Johnson if I am running late. **Deduction of half points for over five minutes of lateness to the site.**
1. Work within the classroom walls and will **not** loiter into other areas of the school unless I am with the classroom teacher.
2. Notify the classroom teacher right away of any inappropriate behavior or language towards me by a student at the site.
3. Will inform Ms. Johnson if the classroom experience is not conducive to learning about how to work with Early Childhood students, such as if I am just sitting in the back of the classroom not having any interaction with students.
4. Will inform Ms. Johnson if there is tension or negative feelings between myself and the classroom teacher regarding our personalities and/or the classroom teacher's expectations and/or behavior.
5. Have my absences excused in order to not be docked the professionalism points for working at my school site. (email hsaavedra@pageud.org or rtallsalt@pageud.org before first hour) I will inform Ms. Johnson about the verification. Only one verified absence is allowed per month. Points can be made up after school on Monday or Wednesday before 4:15 during the quarter of the unexcused absence.
6. Have stored away my cellphone in the cellphone locker.

Printed Name

Signature

Date

