



FIVE High School
Career and Technical Education
Child Development 1
2024 - 2025 Course Syllabus

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Planning Periods: 2A and 8B
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I. Course Catalog Description

Child Development 1 focuses on the physical, social, emotional, and cognitive growth and development of children. Emphasis is placed on helping students acquire knowledge and skills essential to the care and guidance of children. Students learn to create environments that promote optimal development. Factors influencing a child's development from conception through childhood are explored. Opportunities for service and project-based learning are incorporated throughout the course. Integration of the Family and Consumer Sciences student organizations, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

II. Course Standards or Objectives

Child Development approaches the study of human growth and development from conception through toddler. Focus is on the care and behaviors of the pregnant mother, childbirth, caring for an infant, and providing physical, emotional, social, mental, and moral growth of the preschool child. Students will gain an understanding of the roles, responsibilities, and challenges of parenthood. They will describe prenatal development, care and the birth process, identify principles of child development, and examine health and safety issues related to child development and research careers related to children.

Click [here](#) for the state's academic standards for Child Development I.

III. Instructional Goals

Students will gain an understanding of the roles, responsibilities, and challenges of parenthood. They will describe prenatal development, care and the birth process, identify principles of child development, and examine health and safety issues related to child development and research careers related to children.

IV. Course Sequence/Pacing Overview

Standard/Topic	Description
Soft Skills (throughout)	Personal qualities and abilities, interpersonal skills, professional competencies, communication, employability skills
Children and Families	Principles of growth and development; family structures; preparing for parenthood
Pregnancy, Prenatal Development, and Childbirth	Explore pregnancy, fetal development, and childbirth choices and process
Growth and Development	Analyze the stages of human growth and development during infancy and toddlerhood.
Health and Safety	Examine issues related to the health and safety of children.
Careers and Employability Skills	Explore early childhood career options and employability skills.

The instructional sequence and duration may change based on class needs or other circumstances.

Course content will be presented via lecture and direct instruction, demonstration, research and discovery, real-to-life projects, and application through business simulations.

V. Textbooks and Additional Resources

Child Development, Early Stages Through Age 12, 9th Edition by Celia Anita Decker

The textbook for this course is delivered digitally. Supplemental materials will be provided electronically as needed.

VI. Course Grading Policies and Assessments

The student's quarterly grade will be determined through a point system. Assessments will be weighted according to their length and difficulty. The student's grade will be calculated by adding all earned points and dividing that sum by the total possible number of points. Such grades will translate to percentages by multiplying by 100. The midterm exam will account for 20% of the first-semester grade. The final exam will account for 20% of the second-semester grade. First and second-semester grades are averaged together to determine the final course grade.

Students with excessive absences will fail the course, regardless of their grade, as they have not met the state's seat time requirements. Students may miss no more than five (5) class periods for a semester course, and no more than 10 classes for a yearlong course.

Whether or not students will be able to redo assignments and/or other assessments will be determined by the teacher on a case-by-case basis. Occasionally the entire class will be allowed to repeat an assignment or earn points back by completing corrections.

Assignments are posted in Google Classroom, and most completed assignments will be submitted there. Students will have adequate time to complete assignments during class, so there will be homework assignments only if the student does not complete the assignment during class, or if the student is absent.

Speaking of class participation, you will start each quarter with 100 points for class participation. You will earn extra credit points for actively participating. You will lose points for not participating in required activities (like reviews, Quizizz, Kahoots, PearDecks, etc.). You will be exempt from class participation points if your attendance or work submissions are inadequate.

Missing assignments will be recorded as a 0 when grades are entered and changed accordingly upon student submission following the make-up and late work policies.

Business communication reflects the organization for which the communication is written. Students should use proper grammar and conventions when completing all assignments. Text and social media abbreviations and slang should not be used.

VII. Grading Procedures

Continuing in the 2024-25 school year, grades for minor assignments will be posted within 5 school days, and major or extended assignment grades will be posted within 10 school days.

- Major Grades (60%) - Assignments that students are given 2 or more classes (more than 48 hours) to produce or prepare. The following will be major grades in all content areas:
 - Test
 - Essay
 - Research paper
 - Speech/Presentation
 - Project
 - Cumulative Assignments
 - Summative Assignments
 - Lab Reports
- Minor Grades (40%) - Assignments that students are given 1 class (48 hours) to produce or on-the-spot work. The following will be minor assignments in all content areas:
 - Homework
 - Quiz
 - Vocabulary
 - Classwork
 - Formative Assessments
 - Journal Entries
 - Other department-specific assignments
- Exams (20% of each semester)
 - Exams will be given towards the end of semester 1 and semester 2.

- There will be a minimum of 9 assignments per quarter.

VIII. Exam Exemptions

Seniors may exempt exams in semester classes and yearlong classes if they meet the following conditions:

1. Grade of 80 or higher in the course.
2. Has not had disciplinary or attendance issues.

IX. Honor Code

In order to foster an environment of mutual trust and respect, we believe, within the community of School District Five of Lexington and Richland Counties, each individual should accept the personal responsibility to exhibit and promote academic and social integrity. *Students will not cheat or plagiarize.*

X. Suggestions for Success in Course

→ Create a Learning Space

- ◆ Free of disruptions & distractions
- ◆ Seated at a table or desk
- ◆ Near outlets
- ◆ All materials

→ Have a morning routine

- ◆ Set an alarm
- ◆ Get out of bed
- ◆ Get dressed
- ◆ Eat breakfast

→ Lunch Break

- ◆ Step away from your Chromebook and take a screen break

→ Attend Academic Assistance

- ◆ Charge Up! Assistance is available for this class on Monday-Thursday at 12. Start-time on late-start Wednesdays is 12:

→ Communicate

- ◆ Reach out to your teacher if you have any questions or need help with assignments

→ Choose Your Rs

- ◆ **Ready** to learn
- ◆ **Respectful** to yourself and others
- ◆ **Responsible** for your success
- ◆ **Reputable** in all you do

- ◆ **Resilient** in your efforts
- ◆ **Recognize** and **reward** yourself for achieving or working toward goals
- ◆ **Reach** for the stars! **Reach** out for help.
- ◆ **Reflect** regularly for growth and self-awareness
- ◆ **Relax** and **refresh**
- ◆ **Rejoice** and be grateful

XI. Classroom Management Plan

Procedures are used in daily life and must be practiced until they become routine. Following procedures results in success. Failure to follow procedures results in confusion, distraction, and inefficiency. This course will consist of material for job skills and knowledge. Students are expected to come to class prepared to learn. High standards and expectations will be maintained to prepare students for the transition from school to work (or higher education) in our global economic society. Students are encouraged to be conscientious during class, giving their best efforts.

1. Students are expected to have cameras turned on and microphones muted during class unless otherwise requested or approved by the teacher. Students may literally or virtually raise their hands when they would like to speak. Questions or comments may also be entered into the chat feature. To be counted as present, students must be visible on camera for the entire class.
2. Phones, gaming devices, and other distractions should be put away during class.
3. If you need a break, take one, but please keep it short and avoid leaving during direct instruction.
4. Students are expected to listen to instructions and follow them promptly. Please ask for clarification when needed.
5. Polite, appropriate language is to be used at all times. Please be respectful to your teacher and peers.
6. Everyone is expected to complete his or her own assignments. Plagiarism and sharing assignments with other students are considered cheating and may result in a zero for all students involved.
7. My classroom is a welcoming, safe environment, whether physical or virtual. Bullying of any type will not be tolerated.

The policies in the Discipline Code Booklet and the Student Handbook will be followed. Parents and students should familiarize themselves with these rules.

XII. Uniform Grading Scale

All report cards and transcripts will use numerical grades.

A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

The student's record will reflect all courses taken and the grade earned, including courses taken for credit before the ninth grade.

See [State Department of Education website](#) for complete details.

XIII. Student/Teacher and Parent/Teacher Communication

- A. All students should use district-issued email accounts for communicating with teachers (studentnumber@stu.lexrich5.org).
- B. All students should check school email, Google Classroom, and Google Calendar every school day.
- C. Parents and students should check Google Classroom for assignments, announcements, and resources.
- D. Parents will receive an email from Google and then need to register to receive emails from Google Classroom. Once a parent is registered to receive emails from one class, he/she will receive emails from all Google Classroom groups. It is not necessary to contact all teachers to register.
- E. Emails and phone calls to teachers will be returned within 24 hours.
- F. Parents and students who would like access to the parent/student PowerSchool portals should contact the FIVE registrar for login information.

I typically communicate with parents/guardians via email to give the opportunity to review the communication at your convenience. However, sometimes it makes more sense for me to call. Please make sure that I have current and accurate contact information. The best way to contact me is through email or through a prearranged phone call. I welcome your active participation in your child's education.

XIV. Attendance, Tardy, and Make-up Work Policies

Attendance in FIVE is extremely important. Attendance is taken every day in every class.

<u>Attendance Policy</u>	<u>Tardy Policy (per quarter)</u>
<ul style="list-style-type: none">● Cameras must be turned on so the student's face is visible for the entire class. Students may be marked absent if their cameras are not turned on with their faces visible.● Students are expected to stay logged into class until dismissed by the teacher. It is important to respond to all messages and complete all tasks as instructed by the teacher during class..● Not responding to or not engaging with activities during class time may result in a virtual or in person conference with the student, parent, teacher, and administration.● Not adhering to attendance policy will lead to discussion of returning to home school.	<ul style="list-style-type: none">● Students who log in more than 5 minutes after class has started will be marked tardy. It is imperative that students are present during the entire class.● After the 5th tardy = phone call home from the attendance secretary● Tardy 10 = virtual conference with parent, student, and admin● Tardy 15 = in-person MTSS meeting with parent, student, and administration● Tardy 20 = meeting to discuss returning to home school

In the event of technical difficulties, students must communicate with their teachers immediately. The teacher will direct you to information and/or assignments to be completed to be marked present during the time the computer was inoperable. The student will have 5 school days to submit work from the day of the absence to have the absence removed.

In the event of an **internet/power outage**, the parent/guardian should call 803-476-8050 or email our attendance clerk at rwashington@lexrich5.org to report it **immediately**. This *MUST* come from a parent/guardian.

It is imperative that you maintain an open line of communication with teachers regarding attendance. If for any reason you are unable to attend class, contact your teacher. Please provide any documentation for any absence to FIVE's Attendance Clerk.

- ★ **Attendance** - Attendance is taken in every block. An absence of 50% or more in any class will result in an absence for that class.
- ★ Six (6) or more absences (not medically excused) in any semester-long class will result in **seat time requirements**. 11 or more absences (not medically excused) in any year-long class will result in seat time requirements.
- ★ Seat time not made up will result in **Failure for Absences** in that class.
- ★ Not adhering to attendance policy can lead to **dismissal from FIVE** and return to home school

Students are encouraged to attend school regularly. If a student must be absent from school for any reason, it is their responsibility to make up all missed assignments. Students who miss more than one-half of an instructional block will be marked absent for that block of instruction. Since it is in the student's best interest to make up all missed work as quickly as possible, the following guidelines have been established for make-up work:

- A student who does not submit assignments with established due dates because of absences, whether excused or unexcused, will be allowed to make up the work.
- Arrangements for completing missed assignments should be established once the student returns to school.
- Arrangements should include a schedule for the completion of the work.
- The student or parent/guardian must initiate contact with the teacher. The student will maintain responsibility for completing all work.
- Teachers may extend the deadline for submitting late assignments for students who miss multiple consecutive days of school. The teacher will communicate the deadline to the student and document the deadline. The teacher's deadline is final.

Credit for late work should be awarded according to the following guidelines:

- If a student was present in class on the due date, the assignment will be given less credit.
- If the student was not present on the due date because of an absence and the assignment is turned in within five (5) school days, the student will receive a maximum of 100% credit on the assignment.
 - Assignments turned in after five (5) school days may not receive full credit on the assignment.

- Late assignments will not be accepted for credit after the current quarter. For example, late assignments from the first quarter will not be accepted during the second, third, or fourth quarter.
- Students may receive a zero for work not submitted. The lowest grade for assignments will be determined at the teacher's discretion.
- Teachers will indicate the assignment is late and when it was submitted in PowerSchool.

XV. Content Recovery

The district's content recovery program consists of a course-specific, skill-based learning opportunity for students who are still enrolled in a course with the original teacher of record assigned by the school and who have not achieved mastery of course content that has already been addressed. Content recovery allows a student to retake a subset of a course, including a single unit, more than one unit, or other supplemental assignments/activities assigned and approved by a certified teacher as needed for the student to achieve mastery of the course content.

- In accordance with School District Five of Lexington and Richland Counties [Board Policy IKADD-R](#), "Content recovery assignments must be completed no later than ten school days after the date they are assigned. Seniors must complete any content recovery assignments no later than the last day of senior exams. Upon satisfactory completion of all assigned work within the time allowed, the teacher will factor the content recovery grade in with the currently recorded grade for that subset of the course by averaging the student's initial grade for the nine weeks with the content recovery grade for that nine weeks."
 - Content Recovery should be ongoing and completed within the 9 weeks for which the material is covered.
- Content recovery may be offered at any time during the quarter
- Teachers may assign recovery through APEX using or via teacher-developed assignments

XVI. Syllabus

Parents and students, please complete the following Google form to indicate that you have read the syllabus and that you acknowledge the policies that have been explained to you.

[Syllabus Acknowledgement Form](#)