

Fall 2019

Meeting days: Tuesdays/Thursdays	Instructor title and name: Professor Susan DeCristofaro Rogers
Meeting times: 10:00-11:45 AM	Phone: 619-849-2245
Meeting location: Evans Hall 113	E-mail: srogers@pointloma.edu
Final Exam: December 17, 10:30 AM	Office location and hours: Evans Hall 102, hours listed on office door

PLNU Mission ★

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION ★

The study of early childhood education theories and philosophies. Practice of principles, curriculum, methods, material and special needs of preschool and children in first through third grade are discussed. Students gain experience in appropriate lesson plan writing with developmentally appropriate practices. A supervised field experience is required.

Prerequisite(s): CHD 1020

COURSE LEARNING OUTCOMES ★

1. Define what factors contribute to cognitive and language ability in young children.
2. To identify the differences between formal and informal methods of assessment.
3. To apply family theoretical framework to early childhood education situations.
4. Recognize the importance of developing a personal philosophy of teaching.

5. Distinguish some of the typical attributes of curriculum approaches based on Montessori, behaviorism, constructivism and developmentally appropriate practice.
6. Compare and contrast people who have influenced certain practices and beliefs in early childhood education
7. Classify different ways to organize an integrated curriculum.
8. Survey the inclusion of children with diverse abilities.
9. To be able to implement curriculum theory and methods, creating themes, goals, objectives and planning.
10. Observe and identify classroom management techniques and age appropriate activities in early childhood programs.

PROGRAM LEARNING OUTCOMES

1. Identify and describe normative similarities and differences of physical, cognitive, emotional and social theories at each developmental stage from prenatal through adulthood.
2. Analyze what are developmentally appropriate concepts, activities, materials and resources in the community as related to children from infancy through adolescence.
3. Identify and assess scientific research to evaluate current evidence-based research related to child and adolescent development.
4. Evaluate the effects of society and culture upon the family microsystems, family types, and the subsequent macro systems within which they co-exist.
5. Identify career paths and faith integration within the child and adolescent professions.

NAEYC STANDARDS

2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Using Developmentally Effective Approaches to Connect with Children and Families
5. Using Content Knowledge to Build Meaningful Curriculum
6. Growing as a Professional

COURSE SCHEDULE AND ASSIGNMENTS

SIGNATURE ASSIGNMENTS

Course Signature Assignments	Proficiency Level	NAEYC Standards
Annotated Bibliography	Develop	2b, 5c
Emergent Literacy Plan	Develop	5a, 5b
Observations	Develop	3b
Reflective Field Experience Power Point	Develop	4a, 4b
Thematic Unit and Lesson Plans	Develop	5c, 5a, 4c, 4d

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
Sept 5 (Th)	Introduction Course requirements/schedule What is early childhood education? Current Trends Reading assignment: Bredekamp Ch. 1	
Sept 10 (T)	Building a Personal Philosophy of Teaching Reading assignment: Bredekamp Ch. 1, 2	
Sept 12 (Th)	History of Early Childhood Education Start Functional Behavior Assessment Project *Children's lesson by instructor – Language Arts Reading assignment: Bredekamp Ch. 2, 3, 11	
Sept 17 (T)	History of Early Childhood and the Philosophy Behind the Theory *Children's lesson by instructor – Math Reading assignment: Bredekamp Ch. 3	
Sept 19 (Th)	Review Philosophies/Professionalism Reading Assignment: Bredekamp Ch. 3 Introduce Functional Behavior Assessment	
Sept 24 (T)	TEST 1 Bredekamp Chapters 1 – 3 and all handouts and class notes	
Sept 26 (Th)	Constructivist Learning – Piaget – Vygotsky – Role of Play Reading Assignment: Bredekamp Ch. 9, 10 Creating lesson plans and thematic units *Children's lesson by instructor – Science Reading assignment: Bredekamp Ch. 4	
Oct 1 (T)	Lesson Plan Introduced Multiple Intelligences Theory Reggio Emilia and Project Approach *Children's lesson by instructor – Social Studies Reading assignment: Bredekamp Ch. 5	
Oct 3 (Th)	Connecting Theory and Practice *Children's lesson by instructor – Health Reading assignment: Bredekamp Ch. 4, 5	
Oct 8 (T)	Embracing Diversity Sign up to do lesson plan with a child *Children's lesson by instructor – Language Arts Reading Assignment: Bredekamp Ch. 6	Bring lesson plans to share with group
Oct 10 (Th)	Field Trip	
Oct 15 (T)	Dealing with Conflict and Difficult Behaviors Teaching Social Emotional Competence Children's lesson by instructor – Social Emotional Reading Assignment: Bredekamp Ch. 8	
Oct 17 (Th)	TEST 2 Bredekamp Chapters 4 – 6 and all handouts and class notes	

Oct 22 (T)	Development and Culturally Appropriate Practice Dealing with Conflict Family Systems Children's lesson by instructor – Social Emotional Reading assignment: Bredekamp Ch. 7, 8	
Oct 24 (Th)	Dealing with conflict and difficult behaviors. Take Home TEST 3 Bredekamp Chapters 7, 8 and all handouts and class notes	
Oct 29 (T)	Social Emotional Development Conflict Resolution Early Childhood Learning Center	
Oct 31 (Th)	Learning Environment Play and Observation *Children's lesson by instructor – Art Reading assignment: Bredekamp Ch. 10, 11	Test 3 Take Home Test Due
Nov 5 (T)	Planning the Curriculum – Effective Assessment Inquiry Based Learning *Children's lesson by instructor – Language Arts Reading assignment: Bredekamp Ch. 10, 11	
Nov 7 (Th)	Emergent Literacy Environment Lesson by Instructor Reading assignment: Bredekamp Ch. 12	
Nov 12 (T)	Language Arts and Early Literacy Lesson by Instructor Reading assignment: Bredekamp Ch. 12	Functional Behavior Assessment Due
Nov 14 (Th)	Emergent Literacy Lesson by Instructor Reading assignment: Bredekamp Ch. 12	
Nov 19 (T)	TEST 4 Bredekamp Chapters 9, 10, 11, 12 and all handouts and class notes	
Nov 21 (Th)	Science – Teaching Children to Investigate and Solve Problems Lesson by Instructor Reading assignment: Bredekamp Ch. 13	
Nov 26 (T)	Take Home TEST 5 Bredekamp Chapters 13, 14, 15 and all handouts and class notes Effective Curriculum Mathematics Lesson by Instructor Reading assignment: Bredekamp Ch. 13	
Nov 27-29	Thanksgiving Break	
Dec 3 (T)	Emotional Learning and Social Studies Lesson by Instructor Reading assignment: Bredekamp Ch. 14	Reflective Field Experience Power Point Due

Dec 5 (Th)		Due TEST 5 Bredekamp Chapters 13, 14, 15 and all handouts and class notes
Dec 10 (T)	Emergent Literacy Lesson Design	Annotated Bibliography Due
Dec 12 (Th)	Emergent Literacy Lesson Design	Evaluation and Participation Hours Due
Dec 17 (T) 10:30-1:00	FINAL Presentation of Final Projects	Emergent Literacy Final Projects Due

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Effective Practices in Early Childhood Education: Building a Foundation Bredekamp; 2014 2nd Ed

ASSESSMENT AND GRADING ★

Grade scale:	
A=93-100	C=73-76
A-=92-90	C-=70-72
B+=87-89	D+=67-69
B=83-86	D=63-66
B-=80-82	D-=60-62
C+=77-79	F=0-59

COURSE GRADING CRITERIA

	<u>POINTS</u>
Participation in Early Childhood Program 15 hrs @ 5 points each	75
Reflective Field Experience Power Point	20
Functional Behavior Assessment	50
Thematic Unit and Lesson Plan Design	40
Lesson Plan Implemented	20
Section Exams 4 @ 80 points each.....	320
Annotated Bibliography	20
Final Project/Final Project Implemented	100
Group Participation	20
Total Points Possible	645

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY ★

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY ★

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY ★

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY ★

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access

to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY ★

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

ASSIGNMENT GUIDELINES

SCHOOL PARTICIPATION:

All students are required to participate for 15 hours in a community early childhood program. The instructor (to the best of her ability) will help place the students in a center or school that meets the needs and interest of the student. Supervisory teachers are required to fill out a student evaluation form upon completion of 15 hours. The hours should be spread out and done on a week to week basis.

Due date: December 12, 2019

FUNCTIONAL BEHAVIOR ASSESSMENT:

Each student will create a Functional Behavior Assessment for a child in the site they are doing the required field work in. Directions and rubric will be provided in Canvas and in class.

Due date: September 19, 2019

REFLECTIVE FIELD EXPERIENCE SLIDE:

Students will be responsible for creating a reflective field experience power point slide based on their field experience hours that will be used in portfolios.

Due Date: December 3, 2019

THEMATIC UNIT AND LESSON PLANS:

Each student is to design a thematic unit with lesson ideas that reach across the curriculum. These ideas should include language arts, math, science, social studies and art. The student will pick two of the ideas and write lesson plans for those ideas. The student will present one of the two lesson plans to children at the ECLC. Students will also present their ideas for the thematic unit and one of the lessons from the unit to a small group to peers. Students should provide a copy of the thematic unit and lesson plans for classmates. Each student will be observed by the instructor giving the lesson to children at the ECLC. A time will be set up with the instructor. The student will get feedback from the instructor that day.

Due Date: October 8, 2019 – Present Lesson Plan for Group and Sign-up for Center

ANNOTATED BIBLIOGRAPHY:

At the completion of the course students will complete an annotated bibliography containing at least 30 children's books that are appropriate for young children. The format of the annotated bibliography will be discussed in class. Students are encouraged to include books that have been presented in class.

Due Date: December 10, 2019

FINAL PROJECT EMERGENT LITERACY PLAN:

Presentations of emergent literacy plan.
Format of literacy plans to be discussed in class.

Due Date: December 17, 2019

**NAEYC Standard
STANDARD 2.
BUILDING FAMILY
AND COMMUNITY
RELATIONSHIPS****Key Elements of the Standard**

2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning

Topics Covered

Embracing a Culturally and Linguistically Diverse World
Continuum of Cultural Values
The Key to Effective Teaching
Building Effective Partnerships with Families
Bronfenbrenner's Ecological Model
Characteristics of Family Systems
Responding to Parents: Welcoming Complainers
Planning and Conducting Family Conferences
Strategies for Engaging Families
Accommodating Families' and Children's Needs
Assessing Young Children of Diverse Abilities
Accurate Assessment of Culturally Diverse Children
Family-Centered Practice

**STANDARD 3.
OBSERVING,
DOCUMENTING, AND
ASSESSING TO
SUPPORT YOUNG**

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

CHILDREN AND
FAMILIES

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 4. USING
DEVELOPMENTALLY
EFFECTIVE
APPROACHES

Conferencing with Individual Families
Assessing Children's Learning and Development

Learning the Language of Assessment
Purposes of Assessment: Why Assess?
Effective Assessment Practices

Learning to Observe

Observing and Gathering Evidence

Recording What Children Know and Can Do

Interpreting and Using Evidence to Improve Teaching and Learning
Standardized Testing of Young Children

Understanding and Applying Developmentally Appropriate Practice
What Is Developmentally Appropriate Practice

Developmentally Appropriate Decision-Making

Developmentally Appropriate Practice and Children with Disabilities

The Learning Cycle of Differentiated Instruction

Responsive Education for Diverse Learners

Differentiating Instruction for Struggling Readers

Teaching in a Culturally and Linguistically Diverse World

A Caring Community of Learners: The Teaching Pyramid Model

The Teaching Pyramid Model for Creating a Caring Community

Teaching Social Competence and Guiding Behavior

Strategies for Teaching Conflict Resolution

Intensive Individualized Interventions
Effective Teaching Strategies

Scaffolding in Action

The Power of Scaffolding: An Integrated Approach

Reciprocal Teaching

Teachable Moments with Dual
Language Learners
How Would You Respond to Help
Children Enter Play?
Using Assistive Technology for
Children with Disabilities
Early Literacy: Birth Through Age Five
Literacy-Rich Environment
Literacy in the Primary Grades
Developmental Continuum: Literacy in
Kindergarten and Primary Grades
Scaffold Artistic Development and
Learning
Effective Mathematics Teaching
The Role of Play in Teaching and
Learning Mathematics
Examples of High- and Low-Quality
Mathematics Teaching
Effective Science Teaching
Effective Science Teaching Strategies
Teaching Science to Dual Language
Learners
Effective Strategies for Teaching Social
Studies
Engaging Children in Play and Active
Learning Experiences
Technology and Social Sciences
Effective Strategies for Teaching Social
Studies
Engaging Children in Play and Active
Learning Experiences
Technology and Social Studies
Effective Strategies: Gross-Motor
Skills from Birth Through Age Five
Effective Strategies: Gross-Motor
Skills in the Primary Grades
Effective Strategies: Fine-Motor Skills
in Infants and Toddlers
Effective Strategies: Fine-Motor Skills
in Preschool and Kindergarten
Perceptual Motor Development from
Birth through Age Eight
Effective Strategies: Perceptual-Motor
Development from Birth Through Age
Eight

**STANDARD 5. USING
CONTENT
KNOWLEDGE TO
BUILD MEANINGFUL
CURRICULUM**

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Developmentally and Culturally
Appropriate Practice
Examine Your Own Attitudes Toward
Challenging Behavior
Becoming an Intentional Teacher
Planning Effective Curriculum
Defining Curriculum
Written Curriculum Plans
Continuum of Curriculum Approaches
and the Teacher's Role
Standards in Curriculum
Approaches for Dual Language
Learners
Head Start Child Development and
Early Learning Framework
Example of Common Core English
Language Arts Standard
Approaches to Planning Curriculum
Research-Based Early Childhood
Curricula
Child-Centered Curriculum Planning
Model
Individualized Education Plans:
Meeting Children's Individual Needs
Teaching Children to Communicate:
Language, Literacy and the Arts
Early Literacy in Children: Birth
Through Age Five
Developmental Continuum: Literacy in
Kindergarten and the Primary Grades
Visual Arts
Music, Movement and Dance, Drama
Mathematics Curriculum Content
Effective Mathematics Curriculum and
Teaching
Effective Science Curriculum and
Teaching
Scientific Inquiry Processes in Children
Effective Science Teaching Strategies
Teaching Children to Live in a
Democratic Society: Social-Emotional
Learning and Social Studies
Effective Social Studies Curriculum
and Teaching
Social Studies Themes and Concepts

**STANDARD 6.
BECOMING A
PROFESSIONAL**

6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

Teaching Children to Be Healthy and Fit: Physical Development and Health
Effective Curriculum and Teaching to Promote Physical Fitness and Health
Types of Early Childhood Settings
What Does Inclusion Mean?
NAEYC Early Childhood Program Standards
Why Become an Early Childhood Educator?
Career Options for Early Childhood Educators
Early Childhood Program Quality and Effectiveness
Current Trends in Early Childhood Education
Continuity and Change in Early Childhood Education
What Teachers Should Know About Legal Requirements for Children with Disabilities
Beginning your Journey as an Early Childhood Professional
Uphold Professional Standards
Uphold the NAEYC Code of Ethical Conduct
Advocating for Effective Inclusion of Children with Disabilities
Protect Children from Abuse and Neglect
Recognizing Potential Signs of Child Abuse
Becoming an Informed Advocate
NAEYC Statement of Commitment