

Course Syllabus

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Department of Sociology, Social Work, and Family Sciences

CHD 3010 Early Childhood Education

4 Units

Fall 2026

August 31 - December 20, 2026

In Person

Meeting Days: Tuesday / Thursday

Meeting Times: 10:00-11:45 am

Meeting Location: Evans Hall #122

**Final Exam: Thursday, December 17, 2026,
10:30am - 1:00 pm**

Instructor: Dr. Susan DeCristofaro Rogers

Email: srogers@pointloma.edu

Phone: 619-849-2245

**Office Hours: Evans Hall #102; hours listed on
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. Letter grade.

Prerequisite(s): [CHD 1020](https://pointloma-public.courseleaf.com/search/?P=CHD%201020)  (<https://pointloma-public.courseleaf.com/search/?P=CHD%201020>)

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.
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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

1. Building Family and Community Relationships
 2. Observing, Documenting, and Assessing to Support Young Children and Families
 3. Using Developmentally Effective Approaches to Connect with Children and Families
 4. Using Content Knowledge to Build Meaningful Curriculum
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Institutional Learning Outcomes

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, in a Christ-centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. Serving, in a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

- Bredekamp, S. (2024). *Effective practices in early childhood education: Building a foundation* (5th ed.). Pearson Education, Inc.
- Your professor will provide: *Understanding Schemas in Young Children* by Stella Louis

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

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. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4-unit class delivered over 16 weeks. It is anticipated that



students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes.

Assessment and Grading

Each assignment category below comprises a certain number of points of the total grade for the course, as specified in the table below:

Assignment Point Distribution

<i>Description</i>	<i>Points Possible:</i>
Practical Application at ECLC	110
Thematic Unit and Lesson Plan Design	40
Section Exams (4 @ 80 pts ea)	320
Annotated Bibliography	50
Final Project / Final Project Implemented	100
Group Participation	20
Total Points Possible:	640

Student grades for assignments will be posted in the Canvas gradebook. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Grading Scale

The following grading scale will be used for all exams and final course grades:

Standard Grade Scale Based on Percentages

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

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 [Traditional Undergraduate Records: Final Exam Schedules](http://www.pointloma.edu/experience/academics/class-schedules) (<http://www.pointloma.edu/experience/academics/class-schedules>) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for **one** of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

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.

PLNU Spiritual Care

Please be aware that PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, prayer requests, or a desire to meet with the chaplain, you can contact your professor or the [Office of Spiritual Life and Formation](https://www.pointloma.edu/offices/student-life-formation) (<https://www.pointloma.edu/offices/student-life-formation>).

PLNU Copyright Policy

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PLNU Recording Notification



In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. Please consult the [Academic Honesty Policy](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academichonesty)  (<https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academichonesty>) in the [University Catalog](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/)  (<https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/>) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academicbehavior)  (<https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academicbehavior>) in the [University Catalog](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/)  (<https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/>).

PLNU Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.



PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center, [by email \(mailto:EAC@pointloma.edu\)](mailto:EAC@pointloma.edu) or phone at 619-849-2533. Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christian



quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at the [PLNU Nondiscrimination webpage](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office](https://www.pointloma.edu/title-ix) (<https://www.pointloma.edu/title-ix>). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the [Title IX Office](https://www.pointloma.edu/title-ix) (<https://www.pointloma.edu/title-ix>).

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact [Counseling Services \(mailto:counselingservices@pointloma.edu\)](mailto:counselingservices@pointloma.edu) or [consult the list of campus pastors \(https://www.pointloma.edu/title-ix/get-help-now\)](https://www.pointloma.edu/title-ix/get-help-now).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. Asynchronous Courses: All class meetings are asynchronous.



2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349) (<https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349>) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Loma Writing Center

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar, and polishing final drafts, and more.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](https://www.pointloma.edu/centers-institutes/loma-writing-center) (<https://www.pointloma.edu/centers-institutes/loma-writing-center>) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](https://plnu.mywconline.com/)  (<https://plnu.mywconline.com/>)
- [Website](https://www.pointloma.edu/centers-institutes/loma-writing-center) (<https://www.pointloma.edu/centers-institutes/loma-writing-center>)



- [Email \(mailto:writingcenter@pointloma.edu\)](mailto:writingcenter@pointloma.edu)
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Lomabooks Instructions for Students

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content.

This course is part of our course material delivery program, [LomaBooks \(https://www.pointloma.edu/lomabooks\)](https://www.pointloma.edu/lomabooks). The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your [LomaBooks \(https://www.pointloma.edu/lomabooks\)](https://www.pointloma.edu/lomabooks) materials.

Assignments-at-a-Glance

Note: *Assignments are posted in Canvas.*

Practical Application:

- **Choice A requirements (total of 60 points):**
 - 50 points - 10 Field Hours at an Early Childhood center. The instructor will place you in an appropriate center based on your interest. You will turn in a signed form of evaluation.
 - 10 points - Closing Reflection of school and philosophy 2-3 pages (include how this incorporated art, emergent literacy, math, and science).
- **Choice B requirements (total of 60 points):**
 - Design and implement 5 engagement activities at the ECLC. You will be given a Google sign-up sheet for each activity and rubric instructions throughout the semester. You will be observed giving the lesson by the instructor at the ECLC. A time will be set up with the instructor. You will be given feedback by the instructor the same day you present your activity.
 1. 10 points - Environmental Observation (WK3&4)
 2. 10 points - Fingerplays - Nursery Rhymes (WK5&6)
 3. 10 points - Process Art (WK7&8)
 4. 10 points - Provocation Basket (WK9&10)



5. 10 points - Loose Parts

6. 10 points - Closing Reflection 2-3 pages of your practical application. What was learned and what was observed?

• **A and B Requirement: Thematic Unit and Lesson Plans:**

Working with a partner, 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 partners will pick two of the ideas and write lesson plans for those ideas - then present one of the two lesson plans to children at the Early Childhood Learning Center (ECLC) . Partners will also present their ideas for the thematic unit and one of the lessons from the unit to a small group to peers. Partners should provide a copy of the thematic unit and lesson plans for classmates. The ECLC presentation will be scheduled with and observed by your instructor - who will give feedback following the presentation.

• **Exit Tickets: Annotated Bibliography (50 pts):**

As an in-class activity, students will complete an annotated bibliography of children's books. The format of the annotated bibliography will be discussed in class.

• **Schema Play (Test 2):**

As an in-class activity, students will observe the schema play of a child with a partner. The instructor will explain the assignment in class. This will serve as part of Test 2 (and you will present in front of class).

• **Final Project Emergent Literacy Plan:**

Students will create and present their emergent literacy plan. Format of literacy plans to be discussed in class.

NAEYC Standards

NAEYC Standard	Key Elements of the Standard	Topics Covered
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS	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	- 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 

	development and learning	• Planning and Conducting Family Conferences • Strategies for Engaging Families • Accommodating Families' and Children's Needs
STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES	3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children 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.	• Assessing Young Children of Diverse Abilities • Accurate Assessment of Culturally Diverse Children • Family-Centered Practice • 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
STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES	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	• Understanding and Applying Developmentally Appropriate Practice • What Is Developmentally Appropriate Practice • Developmentally Appropriate Decision-Making • Developmentally Appropriate Practice and Children with Disabilities 

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

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

- 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
- Developmentally and Culturally Appropriate Practice
- Examine Your Own Attitudes Toward Challenging Behavior
- Becoming an Intentional Teacher



**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.

- 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 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 • Teaching Children to Be Healthy and Fit: Physical Development and Health • Effective Curriculum and Teaching to Promote Physical Fitness and Health
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	• 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



9/3/26, 3:26 PM

Syllabus for CHD3010-1 FA26 - Early Childhood Education

	• Protect Children from Abuse and Neglect • Recognizing Potential Signs of Child Abuse • Becoming an Informed Advocate • NAEYC Statement of Commitment
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The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Date	Details	Due
Tue Sep 1, 2026	 WK1 TUE Weekly Exit Ticket (https://canvas.pointloma.edu/courses/87439/assignments/1342566)	due by 12pm
Wed Sep 2, 2026	 WK1 Discussion: A Little About Me (https://canvas.pointloma.edu/courses/87439/assignments/1342551)	due by 11:59pm
Thu Sep 3, 2026	 WK1 THUR Weekly Exit Ticket (https://canvas.pointloma.edu/courses/87439/assignments/1342565)	due by 12pm
Sun Sep 6, 2026	 WK1 Evolving Personal Philosophy (https://canvas.pointloma.edu/courses/87439/assignments/1342564)	due by 11:59pm
	 WK2 Overview for Sept 7-11, 2026	to do: 11:59pm
Tue Sep 8, 2026	 WK2 TUE Weekly Exit Ticket (https://canvas.pointloma.edu/courses/87439/assignments/1342587)	due by 12pm
Thu Sep 10, 2026	 WK2 THUR Weekly Exit Ticket (https://canvas.pointloma.edu/courses/87439/assignments/1342586)	due by 12pm

Date	Details	Due
		
	 Practical Application Sign Up (https://canvas.pointloma.edu/courses/87439/assignments/1342562)	due by 12pm
		
Tue Sep 15, 2026	 WK3 TUE Weekly Exit Ticket (https://canvas.pointloma.edu/courses/87439/assignments/1342590)	due by 12pm
		
Thu Sep 17, 2026	 WK3 THUR Weekly Exit Ticket (https://canvas.pointloma.edu/courses/87439/assignments/1342589)	due by 12pm
		
Sun Sep 20, 2026	 WK2 Group Assignment: Introduce a Theorist (https://canvas.pointloma.edu/courses/87439/assignments/1342585)	due by 11:59pm
		
	 WK3 Group A: Practical Application Placement (https://canvas.pointloma.edu/courses/87439/assignments/1342588)	due by 11:59pm
		
Tue Sep 22, 2026	 WK4 TUE Weekly Exit Ticket (https://canvas.pointloma.edu/courses/87439/assignments/1342591)	due by 12pm
		
Thu Sep 24, 2026	 WK4 TEST 1 (https://canvas.pointloma.edu/courses/87439/assignments/1342550)	due by 1pm
		
Sun Sep 27, 2026	 Group B: Week 3 & 4 Environmental Observation (https://canvas.pointloma.edu/courses/87439/assignments/1342580)	due by 11:59pm
		
Tue Sep 29, 2026	 WK5 TUE Weekly Exit Ticket (https://canvas.pointloma.edu/courses/87439/assignments/1342593)	due by 12pm
		



Date	Details	Due
Thu Oct 1, 2026	 WK5 THUR Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342592	due by 12pm
		
Tue Oct 6, 2026	 WK6 TUE Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342595	due by 12pm
		
Thu Oct 8, 2026	 WK6 THUR Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342594	due by 12pm
		
	 WK6 Introduction to Thematic Unit and Lesson Plans / Partner Sign-ups	to do: 11:59pm
Sun Oct 11, 2026	 Group B: WK 5 & 6 PA at ECLC: Fingerplays or Nursery Rhymes w/Puppets https://canvas.pointloma.edu/courses/87439/assignments/1342557	due by 11:59pm
		
Tue Oct 13, 2026	 WK7 TUES Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342597	due by 12pm
		
Thu Oct 15, 2026	 WK7 THUR Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342596	due by 12pm
		
Sun Oct 25, 2026	 WK8 Mid-Semester Check-in Survey https://canvas.pointloma.edu/courses/87439/assignments/1342547	due by 11:59pm
		
	 Group B: WK 7 & 8 PA at ECLC: Process Art https://canvas.pointloma.edu/courses/87439/assignments/1342561	due by 11:59pm
		
Tue Oct 27, 2026	 WK9 TUE Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342602	due by 11:59pm



Date	Details	Due
		
Thu Oct 29, 2026	 WK9 TEST 2 https://canvas.pointloma.edu/courses/87439/assignments/1342548	due by 12:30pm
		
Fri Oct 30, 2026	 WK8 ECLC Process Art Reflection - Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342598	due by 11:59am
		
Sun Nov 1, 2026	 WK9 Assignment: Program Analysis https://canvas.pointloma.edu/courses/87439/assignments/1342599	due by 11:59pm
		
Tue Nov 3, 2026	 WK10 TUES Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342568	due by 12pm
		
	 WK9 TEST 2: Schema Play - Follow a Child Presentations https://canvas.pointloma.edu/courses/87439/assignments/1342601	due by 11:59pm
		
Thu Nov 5, 2026	 WK10 THUR Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342567	due by 12pm
		
Sun Nov 8, 2026	 WK10 Take Home TEST 3 https://canvas.pointloma.edu/courses/87439/assignments/1342569	due by 11:59pm
		
	 WK9 Assignment: Thematic Unit https://canvas.pointloma.edu/courses/87439/assignments/1342600	due by 11:59pm
		
	 Group B: WK 9 & 10 PA at ECLC: Provocation	due by 

Date	Details	Due
	https://canvas.pointloma.edu/courses/87439/assignments/1342558 	
	 WK11 THUR Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342572 	due by 12pm
Tue Nov 10, 2026	 WK11 TUE Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342573 	due by 12pm
Sun Nov 15, 2026	 WK11 Assignment: Process vs. Product Art https://canvas.pointloma.edu/courses/87439/assignments/1342571 	due by 11:59pm
Tue Nov 17, 2026	 WK12 TUES Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342576 	due by 12pm
Thu Nov 19, 2026	 WK12 THUR Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342575 	due by 12pm
Sun Nov 22, 2026	 Group B: Week 11-12 Loose Parts https://canvas.pointloma.edu/courses/87439/assignments/1342559 	due by 11:59pm
Tue Nov 24, 2026	 WK13 Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342578 	due by 11:59am
	 WK13 TEST 3 https://canvas.pointloma.edu/courses/87439/assignments/1342549 	due by 5pm
Wed Nov 25, 2026	 WK13 Discussion: Math Copy https://canvas.pointloma.edu/courses/87439/assignments/1342552	due by 

Date	Details	Due
		
Sun Nov 29, 2026	 WK13 TEST 5 (Part 1) DUE https://canvas.pointloma.edu/courses/87439/assignments/1342577	due by 11:59pm
		
Tue Dec 1, 2026	 WK14 TUES Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342581	due by 12pm
		
	 WK14 Science Lesson DUE https://canvas.pointloma.edu/courses/87439/assignments/1342579	due by 11:59pm
		
Wed Dec 2, 2026	 WK15 Assignment: Functional Behavior Assessment https://canvas.pointloma.edu/courses/87439/assignments/1342582	due by 11:59pm
		
Thu Dec 3, 2026	 WK14 THUR Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342580	due by 12pm
		
Tue Dec 8, 2026	 WK15 TUES Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342584	due by 12pm
		
Thu Dec 10, 2026	 WK15 THUR Weekly Exit Ticket https://canvas.pointloma.edu/courses/87439/assignments/1342583	due by 12pm
		
	 Delete WK15 Assignment: Annotated Bibliography https://canvas.pointloma.edu/courses/87439/assignments/1342555	due by 11:59pm
		
Fri Dec 11, 2026	 WK 11-15 PA at ECLC: Lesson Plan	due by 

Date	Details	Due
	https://canvas.pointloma.edu/courses/87439/assignments/1342563 	
	 Group A: Field Hours Evaluation https://canvas.pointloma.edu/courses/87439/assignments/1342556 	due by 11:59pm
Thu Dec 17, 2026	 Final Project - Emergent Literacy Plan https://canvas.pointloma.edu/courses/87439/assignments/1342555 	due by 11:59pm
Fri Dec 18, 2026	 Closing Reflections Group A and B https://canvas.pointloma.edu/courses/87439/assignments/1342554 	due by 11:59pm
	 WK11 Study Guide TEST 4 https://canvas.pointloma.edu/courses/87439/assignments/1342570 	
	 WK12 TEST 3 - In Class Exam https://canvas.pointloma.edu/courses/87439/assignments/1342574 	

