

	Sociology, Social Work, and Family Sciences
	CHD 3010 Early Childhood Education 4 Units
Fall 2022	

Meeting days: Tuesdays/Thursdays	Instructor title and name: Prof. Susan DeCristofaro Rogers
Meeting times: 10:00 AM – 11:45 AM	Phone: 619-849-2245
Meeting location: Evans Hall 122	Email: srogers@pointloma.edu
Final Exam: Thursday, December 15, 10:30 AM – 1:00 PM	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: 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

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Bredenkamp, S. (2019). *Effective practices in early childhood education: Building a foundation* (4th ed.). Pearson Education, Inc.

ASSESSMENT AND GRADING ⊛

Grades will be based on the following:

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	

POINTS

Practical Application at ECLC	.....	110
Thematic Unit and Lesson Plan Design	.....	40
Section Exams	4 @ 80 points each.....	320
Annotated Bibliography	.....	20
Final Project/Final Project Implemented	.....	100
Group Participation	.....	20
Total Points Possible		<hr/> 610

SPIRITUAL CARE

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

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the office of Student Life Formation: <https://www.pointloma.edu/offices/student-life-formation/contact-us>

STATE AUTHORIZATION⊕

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

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 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 ☼

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

COURSE MODALITY DEFINITIONS

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
 - 2. Online:** Coursework is completed 100% online and asynchronously.
 - 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
 - 4. Hybrid:** Courses that meet face-to-face with required online components.
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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 drop date or, after that date, receive the appropriate grade for their work and participation.

ASSIGNMENTS AT-A-GLANCE

Note: Assignments are posted in Canvas.

Practical Application at Early Childhood Learning Center:

Each student is to 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. 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.

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| 1. Environmental Observation | 10 points |
| 2. Fingerplays or Nursery Rhymes with Puppets or Other Interactives | 20 points |
| 3. Process Art | 20 points |
| 4. Provocation Basket | 20 points |
| 5. Lesson Plan – Taught to children and observation done by Instructor | 40 points |

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 Early Childhood Learning Center (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.

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.

Final Project Emergent Literacy Plan:

Presentations of emergent literacy plan.

Format of literacy plans to be discussed in class.

NAEYC Standard

STANDARD 2.
BUILDING FAMILY
AND COMMUNITY
RELATIONSHIPS

Key Elements of the Standard

2a: Knowing about and
understanding diverse family and
community characteristics

Topics Covered

Embracing a Culturally and
Linguistically Diverse World
Continuum of Cultural Values
The Key to Effective Teaching

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

2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children’s development and learning

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.

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

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
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

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

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

**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.

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
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

**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

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
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