Department of Sociology, Social Work, and Family Sciences

CHD 3010 - Early Childhood Education

4 Units

Fall 2023

Meeting days/times Tuesdays and Thursdays/ 10:00-11:45 AM

Meeting location Taylor Hall 313

Final Exam: Tuesday, December 12, 10:30 AM-1:00 PM

Instructor title and name:	Prof. Susan DeCristofaro Rogers
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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

Program and Course Learning Outcomes

Program:

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.

Course:

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.

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

Bredekamp, 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:

Sample 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 [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 <u>one</u> 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.

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.

Spiritual Care

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

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

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.

Artificial Intelligence (AI) Policy

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

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.

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 Christ-like quality of hospitality.

You may report an incident(s) using the Bias Incident Reporting Form.

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 at 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.

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.

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.

Assignments At-A-Glance

Note: Assignments are posted in Canvas.

Practical Application

Choice A Requirements

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 1-2 pages (include how this incorporated art, emergent literacy, math, and science).

Total: 60 points

Choice B Requirements

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.

10 points - Environmental Observation (WK3&4)

10 points - Fingerplays - Nursery Rhymes (WK5&6)

10 points - Process Art (WK7&8)

10 points - Provocation Basket (WK9&10)

10 points - Loose Parts

10 points - Closing Reflection 1-2 pages of your practical application. What was learned and what was observed?

Total: 60 points

A and B Requirement

This will be a partner activity. As partners, you will 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. The partners will 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 partners will be observed by the instructor giving the lesson to children at the ECLC. A time will be set up with the instructor. The partners 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	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 development and learning	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
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 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches 4d: Reflecting on own practice to promote positive outcomes for each child	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 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.	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

	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.	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 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 Protect Children from Abuse and Neglect Recognizing Potential Signs of Child Abuse Becoming an Informed Advocate NAEYC Statement of Commitment