

Vanguard University
Early Childhood Education

**INTRODUCTION TO CURRICULUM AND
PROGRAMS
ECED 106**

Student Syllabus

Vanguard University's Educational Targets & Goals

Intellectual Engagement

Students will . . .

- learn to think critically and evaluate evidence rationally.
- acquire and continue to use skills for learning.
- utilize research methods for the expansion of knowledge and problem solving.
- integrate learning with Christian faith and living, and develop the ability to communicate the fruits of learning and research clearly and effectively.

Spiritual Formation

Students will . . .

- understand Christian existence as a journey that integrates human experience with personal faith.
- gain an appreciation for the value of participation in communities of believers.
- develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility.

Professional Excellence

Students will . . .

- understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences.
- develop lifelong skills for communicating and performing professionally.
- achieve technological competence in acquiring and processing information.
- acquire interpersonal ability to work harmoniously with others, and internalize a strong sense of professional ethics.

Aesthetic Expression

Students will . . .

- understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation.
- gain an awareness, understanding, appreciation, and expression of the fine arts.
- develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment.

Responsible Stewardship

Students will . . .

- adopt a lifestyle of personal health and well-being,
- appreciate the value of family and other meaningful relationships,
- exhibit the responsibilities of citizenship in society,
- gain a global outlook in caring for the environment, in promoting social justice and economic empowerment, and
- promote the church's mission through community service.

Sociocultural Responsiveness

Students will . . .

- demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures.
 - develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society
 - celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.
- other professionals to promote children's positive development and to support their families.

Early Childhood Education Student Learning Outcomes

Student Learning Outcomes – BA Degree, Early Childhood Education

Standard 1. Promoting Child Development and Learning

Students prepared in the Bachelor of Arts degree program will build a research-based understanding of child development in the context of a Biblical worldview of early education. They will apply their understanding and knowledge of the young learner's characteristics, abilities, and interacting influences on children's development. Students strategically promote environments for young children that reflect diverse teaching focused on maximized learning, healthy development, and loving relationships in a Christ-centered learning environment.

“And Jesus grew in wisdom and stature and in favor with God and man.” Luke 2:52

1a: Demonstrate a research-based knowledge and understanding of young children's abilities and characteristics in all domains of development from the perspective of a Biblical worldview.

1b: Understand the interacting influences on children's development and strategically apply research-based, Biblically-grounded knowledge of child development to create environments that maximize learning, caring, and healthy development to meet the needs of each child.

Standard 2. Building Family and Community Relationships

Students prepared in the Bachelor of Arts degree program understand and support the parents' God-given role as their children's primary educator. They develop reciprocal, respectful, and responsive relationships with parents and families, partnering together to meet the spiritual and educational needs of the children being served. They use God's Word and research-based knowledge of family dynamics and diversity to build relationships and to provide support, helping to meet the unique needs of each child and family. Students demonstrate an understanding and respect for the God-given role of the family and the cultural context that impact the child's development and learning at home and at school. They introduce families to the Church community and other community resources to provide support and spiritual guidance.

“These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” Deuteronomy 6:6-7

2a: Understand and know how to support parents' God-given roles as the primary educators of their children and to partner with parents and families in meeting their children's spiritual and educational needs.

2b: Know, understand, and apply skills to access Church and community resources, and to serve as an advocate for the children and their families.

2c: Exhibit a research-based knowledge of family dynamics and diversity through implementing practices that are respectful and responsive, and integrating a Biblical vision of inclusiveness and God's love for all people.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in the Bachelor of Arts degree program demonstrate understanding and application of systematic observation, documentation, and assessment as central to their practice and to positively influence the development of every child uniquely created by God. They use developmentally effective observation, documentation, and assessment to inform and adjust instructional strategies to promote positive student-based outcomes. Data gathered through ongoing observations, documentation, and assessments are effectively communicated to parents and other professionals to support the family and child.

*“And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God.”
Colossians 1:10*

3a: Demonstrate the knowledge and skills necessary to implement a variety of observation, documentation, and assessment strategies to measure a child's progress in relation to stated goals and outcomes with understanding and appreciation for each child being uniquely created by God.

3b: Understand and use systematic assessment to adjust instructional strategies to promote positive student-based outcomes.

3c: Utilize observation, documentation, and assessment to partner with parents and other professionals to promote children's positive development and to support their families.

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Students prepared in the Bachelor of Arts degree program understand the unique characteristics and needs of young children and are able to create developmentally effective environments that engage children in challenging learning experiences and promote healthy development in all domains. They understand and apply their understanding to implement a developmentally effective, relationship-based approach with children and families to promote children's learning and development from a Biblical worldview, giving evidence of Christ's love for each child and family.

*“But it is the spirit in a man, the breath of the Almighty that gives him understanding.”
Job 32:8*

Developmentally effective approaches to teaching/learning in early childhood settings include:

- Supporting reading and linguistic skills
- Developing goals and planning developmentally effective strategies for promoting positive outcomes for each domain of development, initiating teachable moments
- Engaging children's interests through scaffolding that is outcome-directed
- Exposing children to culturally diverse materials and activities
- Fostering play experiences that engage children in social interaction
- Encouraging behavior that honors God and children, and gives appropriate guidance
- Using technology to support learning
- Individualizing instruction to accommodate diverse needs

4a: Demonstrate knowledge, skills, and dispositions in developing positive relationships and supportive interactions with young children and their families through a relationship-based approach that gives evidence of Christ's love.

4b: Understand, evaluate, and use the knowledge of theories, developmental stages, and teaching strategies through a Biblical worldview to implement developmentally effective, research-based approaches to positively impact children's learning and development.

4c: Know and implement developmentally effective adaptations for individual children with diverse needs to promote learning and healthy development.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students prepared in the Bachelor of Arts degree program utilize their knowledge and understanding to build and implement meaningful curriculum to promote positive outcomes related to all domains of development in each content area. Students integrate academic disciplines and content areas with inquiry tools and resources to create developmentally effective meaningful curriculum to promote positive development and growth in each domain.

Students utilize assessment to evaluate curricula to meet the needs of all children and to honor each child's God-given uniqueness.

"I give you sound learning, so do not forsake my teaching." Proverbs 4:2

The early childhood curriculum includes learning outcomes, activities, and assessment addressing all domains of development in the following academic disciplines and content areas:

- Bible
- Language and literacy
- Creative learning: art, music, creative movement, dramatic play and visual arts
- Mathematics
- Science and discovery
- Health and safety
- Social studies
- Technology

5a: Know and understand how to build and implement meaningful curricula for young children addressing all domains of development and academic disciplines to promote positive learning and development of the whole child.

5b: Integrate the academic disciplines and content areas with inquiry tools and resources to create a Christ-centered, developmentally effective, hands-on learning environment for all young children.

5c: Utilize assessment and feedback from stakeholders to evaluate and implement the most effective curricula that will meet the needs of all children, honoring each child's God-given uniqueness.

Standard 6. Becoming a Professional

Students prepared in the Bachelor of Arts degree program identify themselves as early childhood specialists and conduct themselves with professional integrity that seeks to make decisions that are in the best interest of children in accordance with Biblical principles. They demonstrate Christ-like behavior, honoring young children and the institution of the family. As life-long learners, they seek out professional growth and continuing educational opportunities. They use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring for the benefit of the children for the glory of God.

Throw yourself into your tasks so that everyone will see your progress. Keep a close watch on how you live and on your teaching. Stay true to what is right. 1 Timothy 4:15-16

6a: identify themselves as early education specialists and conduct themselves with integrity in accordance with Biblical principles and in the best interest of the children.

6b: Understand and demonstrate Christ-like behavior that honors young children and the institution of the family.

6c: Seek out life-long learning and professional growth opportunities.

6d: Use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring to benefit children and to glorify God.

Supporting Skills – BA Degree, Early Childhood Education

Vanguard University Core Student Learning Outcomes

1. Understand and develop a Biblical worldview informed by a Pentecostal perspective, integrating faith with learning.
2. Understand how to be an effective local, national, and global citizen, expanding knowledge of and respect for diverse cultures.
3. Develop effective, college-level, appropriate communication skills, focusing on writing in response to texts and on oral presentations.
4. Develop qualitative and quantitative critical thinking skills.
5. Establish a holistic view of health and living.
5. Develop foundational technology skills that allow one to locate information and to evaluate its integrity; understand the ethical uses of information.

Online Participation Policies & Procedures

Online Participation:

Due to the fact that this class is five weeks in duration, it is imperative that students participate each week through posting discussions. Each week students must respond to two questions with three full paragraphs including a minimum of four sentences each while integrating materials from the assigned readings, a Biblical worldview, and personal reflections. Students must then read a variety of student responses and respond to at least two other students per question for each week with a minimum of four complete sentences per response. See the discussion forum rubric also included in this syllabus. In addition to the discussion forum, there may be weekly quizzes, various assignments, required readings, projects, etc. Students must be responsible for adhering to the due dates of each assignment listed in this syllabus and on the course homepage. Students who are late in their assignments may receive a 10-point deduction for each hour they are late. Deadlines are 11:59 PM Pacific Time. It is important that students recognize that they must plan in advance to meet the scheduled deadline.

Grading Policy:

Student grades are determined using the formula in this syllabus. Late assignments will receive a 10- point deduction per hour for every hour that they are late; and late discussion posts will not receive any points. It is very important that students understand that all graded activities (assignments, discussion forums, etc.) must be submitted. If any graded activity is not submitted, the student's grade will be lowered by one grade level regardless of total points earned. For example, if a student has earned 845 points by the start of the 5th week of class, but does not submit an assignment due in the last week of class, the student will receive a "C" grade instead of a "B" grade which would have been the grade for 845 points.

Expectations for Online Students:

In this class, students are expected to use proper web course Netiquette (a word that is a combination of *Internet* and *etiquette*). This means that the students in this class will be courteous and use common sense while posting or emailing assignments or projects. If a student violates the netiquette code, he/she may be removed from the class!

The following rules apply to web etiquette for this class:

- The student is responsible for posting, attaching, and/or submitting his/her own work. Plagiarism will not be tolerated and will result in a failing grade.
- Avoid typing in all caps. In this class, typing in caps means that you're screaming or shouting.
- Avoid inserting pictures or colors to your postings or attachments unless the professor requires it. This increases the size of the file, and it is too difficult for some students to open large files.
- Treat the Discussion Forum as a serious communication tool. Post data that is relevant to the item up for discussion.
- Post directly to the Discussion Forum. Attachments are used for submitting assignments to the professor.

- The student is responsible for reading the Student Syllabus, all assigned readings, all emails, Discussion Forum postings, and announcements.
- The student is responsible for completing all assignments by the due dates.
- The student is responsible for completing all assignments regardless of computer problems. Consistent communication with the instructor is important
- Questions, comments, or concerns about this class should be directed to the professor via email.

Expectations for Assignments:

- All assignments must have a title page that includes the student's name, name of project, school name, course title, date, and the professor's name.
- All essays and research papers will be typed using Times New Roman 12-point font and double-spaced.
- All assignments will be submitted no later than the due date according to the course calendar. Online students must email their assignments on time regardless of computer problems.
- Late assignments will receive a 10- point deduction for each hour that they are late.
- Professors may extend due dates in some instances. The student must contact the professor to request an alternate due date. This will be granted on a case by case basis and only with valid proof of extreme circumstances affecting the student.
- Student work must be original. When using ideas or material from another author, interviewee, or co-worker please cite references giving proper credit to the person for his or her original idea.
- Students are encouraged to integrate and synthesize ideas from the text readings, Bible, and supplemental materials when appropriate for full points.
- All papers will be written in APA format with appropriate internal citations and a list of references at the end. (Please refer to the course homepage for examples).
- All assignments must also be submitted to Turn-It-In (See Turn-It-In section)

COURSE DESCRIPTION

This class will provide an overview of the planning, preparation, and delivery of a developmentally appropriate curriculum for young children. The role of the teacher and the curriculum in supporting the development of the whole child will be analyzed. The class will cover the basic components and developmentally appropriate implementation of curriculum across content areas. Though not required, completion of ECED 101 Child Growth and Development is recommended.

LEARNING OUTCOMES

The Student will:

- Demonstrate understanding of children's learning and development through designing and evaluating appropriate lesson plans across major content areas.
- Apply principles of growth and development to the process of creating a supportive curriculum
- Develop and implement curriculum to foster growth in all domains of development
- Recognize the need for modification of curriculum to support all children's needs in collaboration with families.
- Set criteria for evaluating curriculum
- Explore and evaluate classrooms management techniques
- Identify effective learning experiences and the environment as an essential element of the curriculum.
- Demonstrate observational skills and various assessment tools
- Define age appropriate skills to design curriculum appropriately
- Identify the principles, stages and benefits of play as a learning vehicle
- Identify methods to integrate a Christian worldview into the curriculum
- Develop schedules that provide for children's optimum growth and development
- Demonstrate understanding of the need for curriculum to provide a culturally sensitive learning environment

TEXTS AND MATERIALS

Required Texts:

Hendrick, J. & Weissman, P. (2011). *Total Learning: Developmental Curriculum for the Young Child 8/E*. Upper Saddle River, NJ: Pearson Prentice Hall.

Keeler, D. (2007). *Open Hearts, Open Doors*, La Habra, CA: ACSI.

Recommended Readings:

Bredenkamp, S. & Copple, C. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*. 3rd ed. Washington, DC: NAEYC

California Department of Education, (2008). *Preschool Learning Foundations*, Volume 1

California Department of Education, (2007). *Preschool English Learners, Principles and Practices to Promote Language, Literacy, and Learning*. Sacramento, CA: CDE

Resources

Recommended Early Education Websites:

- Association of Christian School International <http://acsi.org>
- California Department of Education – Preschool Learning Foundations <http://www.cde.ca.gov/sp/cd/re/prekguide.asp>
- Early Childhood Learning and Knowledge Center <http://eclkc.ohs.acf.hhs.gov/hslc>
- World Organization for Early Childhood Education <http://omep-usnc.org>
- National Black Child Development Institute <http://www.nbcdi.org>
- National Association for the Education of Young Children <http://www.naeyc.org>

Recommended Websites for Bible resources:

- Bible Gateway – a searchable online Bible resource <http://www.biblegateway.com>
- Crosswalk.com – a resource of devotional materials and another searchable online Bible <http://www.crosswalk.com>
- Blue Letter Bible – a searchable Bible by key word or verse in several translations <http://www.blueletterbible.org>

STUDENT EVALUATION

Students in this course will be evaluated by the University's 4.0 grading system. You should refer to the Student Handbook for further details on the grading system.

The following criteria will be used in determining online students' grades:

Assignment/Grading Due	Points	Date
Quizzes	175 points	Weeks 1-5
Play Paper	50 points	Week 1
Daily Schedule and Activity Centers	100 points	Week 2
Goals and Objectives Project	100 points	Week 3
Lesson Plan Project	125 points	Week 4
Final Paper	150 points	Week 5
Discussion Participation	300 points	Weeks 1-5
TOTAL POINTS:	100% = 1000 points	

VANGUARD UNIVERSITY'S GRADING SYSTEM

<u>Percentages</u>	<u>Points</u>	<u>Grade</u>	<u>Significance</u>	<u>GPA</u>
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Above Average	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+		2.33
73-76.9%	730-769	C	Average	2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Below Average	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

STUDENT ASSIGNMENTS

WEEK ONE

- Text reading: Chapter 1 & 3
- Week One Quiz
- Discussion Forums
- Importance of Play paper

WEEK TWO

- Text reading: Chapter 4, 5 & 17
- Open Hearts, Open Doors: Pages 29 & 30
- Week Two Quiz
- Discussion Forums
- Daily Schedules and Activity Centers project

WEEK THREE

- Text reading: Chapter 6, 7 & 8
- Week Three Quiz
- Discussion Forums
- Writing Goals and Objectives assignment

WEEK FOUR

- Text reading: Chapter 12, 13 & 14
- Week Four Quiz
- Discussion Forums
- Lesson Plan project

WEEK FIVE

- Text reading: Chapter 15 & 16
- Week Five Quiz
- Discussion Forums
- Year Long Curriculum Guide

The Importance of Play Assignment Guidelines (50 Points) (5b)

The purpose of this assignment is to understand the importance of play in early childhood education.

1. View the video and the handout provided on the importance of play.
 2. Write a paper about the importance of play.
Here are two questions to ask to help you:
 - What are they saying about the importance of play?
 - What is the main point they are trying to communicate about play?
 3. Write your own personal conclusions about this in relation to Early Education Programs.
 4. The following are the expectations for this research paper:
 - This paper will be based on the student's understanding of the video and handouts.
 - This paper must be at least 5 pages in length and have a title page which includes the student's name, name of project, school name, course title, date, and the professor's name.
 - This paper must have an introduction, body, and conclusion.
 - This paper will be typed using APA format with Times New Roman 12 point font and double spaced.
 - This paper will be saved as a Word document.
 - This paper will be submitted no later than the due date according to the course calendar.
- Save the assignment as Play+your first initial + last name. For example, Jane Smith's assignment would read "PlayJSmith".
- Submit your paper to the assignment link within the course and to the link for Turnitin.com on or before the due date.

If this paper is submitted late, the student will receive a 10 point deduction for each hour it is late. You must also submit to Turnitin in order to receive credit.

Play Paper Grading Rubric

Assignment Grading Rubric for Written Paper on Play (Possible points 50)

The purpose of this assignment is to understand the importance of play in early childhood education.

1. View the video and the handout provided on the importance of play.

2. Write a paper about the importance of play.

Here are two questions to ask to help you:

- What are they saying about the importance of play?

- What is the main point they are trying to communicate about play?

3. Write your own personal conclusions about this in relation to Early Education Programs.

4. The expectations for this paper are explained in the syllabus.

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	<i>Exceeds requirement of length, and APA format</i>	<i>Meets minimum requirement of length, and APA format</i>	<i>Does not meet minimum requirement of length, and APA format</i>	20%
Integration of Material	<i>Exceeds requirement for content and required elements</i>	<i>Meets minimum requirement for content and required elements</i>	<i>Does not meet requirement for content and required elements</i>	40%
Integration of Biblical Worldview	<i>Exceeds requirement for integration of Biblical worldview that utilizes scripture</i>	<i>Meets minimum for integration of Biblical worldview that utilizes scripture</i>	<i>Does not meet for integration of Biblical worldview that utilizes scripture</i>	20%
Personalized Application and Reflection	<i>Exceeds requirement for personal application and reflections</i>	<i>Meets minimum Exceeds requirement for personal application and reflections</i>	<i>Does not meet requirement for personal application and reflections</i>	20%

Total: 100%

Daily Schedule & Activity Centers Assignment Guidelines **(100 Points) (1b, 5a)**

This assignment is designed to help the student understand how to design a Total Learning classroom for preschool children.

1. The student will develop two daily schedules. One will be a part day schedule for parents/families/adults and the other; a pictorial schedule for children. In the daily schedule for parents, the student will insert examples of activities to move the children through transitions. In the pictorial schedule for children, pictures can be found on the Internet. Please label the pictures for the children.
2. The student will write a description of a preschool learning environment that would be available for children throughout the day and including the following:
 - Dramatic Play area
 - Block area
 - Science area
 - Writing center
 - Manipulative (Math) center
 - Sensory
 - Creative art
3. The following are the expectations for this assignment:
 - This paper must have a title page which includes the student's name, name of project, school name, course title, date, and the professor's name.
 - This paper will be typed using Times New Roman 12 point font and double spaced (except for the daily schedule which should be formatted similar to the one found on page 85 of the textbook).
 - This paper will be saved as a Word document.
 - This paper will be submitted to the course assignment link and the Turnitin link no later than the due date according to the course calendar.
 - Save the assignment as SchedulesandActivityCenters+your first initial + last name. For example, Jane Smith's assignment would read "SchedulesandActivityCentersJSmith".

If this paper is submitted late, the student will receive a 10 point deduction for each hour it is late. You must also submit to Turnitin in order to receive credit.

Daily Schedules and Activity Centers Grading Rubric

Assignment Grading Rubric for Daily Schedules and Activity Centers (Possible points 100)

The purpose of this assignment is to understand how the daily schedule supports learning opportunities for preschool children.

- 1. Develop two daily schedules; a schedule for parents/families/adults and a pictorial schedule for children*
- 2. Describe the learning centers available for children throughout the day*
- 3. The expectations for this paper are explained in the syllabus.*

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	<i>Exceeds requirement of length, and APA format</i>	<i>Meets minimum requirement of length, and APA format</i>	<i>Does not meet minimum requirement of length, and APA format</i>	10%
Integration of Material	<i>Exceeds requirement for content and required elements</i>	<i>Meets minimum requirement for content and required elements</i>	<i>Does not meet requirement for content and required elements</i>	70%
Integration of Biblical Worldview	<i>Exceeds requirement for integration of Biblical worldview that utilizes scripture</i>	<i>Meets minimum for integration of Biblical worldview that utilizes scripture</i>	<i>Does not meet for integration of Biblical worldview that utilizes scripture</i>	10%
Personalized Application and Reflection	<i>Exceeds requirement for personal application and reflections</i>	<i>Meets minimum Exceeds requirement for personal application and reflections</i>	<i>Does not meet requirement for personal application and reflections</i>	10%

Total **100%**

Comments:

Goals and Objectives Assignment Guidelines (100 Points) (3a)

The purpose of this project is to help the student learn to integrate educational objectives and lesson planning.

1. Develop a week's lessons including the following components:
 - Theme for the week
 - An overall goal integrated with the theme
 - Five subthemes or main ideas; one for each day

2. Use the following format for this project: (No charts)
 - Description of the "Theme for the Week"
 - Description of the overall goal for the week
 - Beginning with Monday:
 - Sub theme or main idea for the day:
 - Educational objective: (write your educational objective here)
 - Choose four activities from the list below (enter them here) along with a description of the activities
 - ◆ Literature
 - ◆ Language
 - ◆ Music
 - ◆ Creative art
 - ◆ Cognitive
 - ◆ Motor / Movement
 - ◆ Bible

3. Save the assignment as Goals&Objectives+your first initial + last name. For example, Jane Smith's assignment would read "Goals&ObjectivesJSmith".

4. The following are the expectations for this project:
 - This paper must have a title page which includes the student's name, name of project, school name, course title, date, and the professor's name.
 - This paper will follow the format provided with the instructions.
 - This paper will be typed using APA format, Times New Roman 12 point font and double spaced.
 - This paper will be saved as a Word document with a file extension of .doc or .rtf
 - This paper will be submitted to the course assignment link and to the Turn It In link no later than the due date according to the course calendar.

If this paper is submitted late, the student will receive a 10 point deduction for each hour it is late. You must also submit to Turnitin in order to receive credit.

Goals and Educational Objectives Assignment Grading Rubric

Assignment Grading Rubric for Goals and Educational Objectives and Lesson Plan Project (Possible points 100)

The purpose of this assignment is to integrate educational objectives and lesson planning based on goals developed to increase learning.

1. *Develop a week's lesson plan based on an overall goal integrated into a theme*
2. *Develop an educational objective for each day of the week*
3. *Plan four activities per day to meet the objective and assist the children in achieving the overall goal.*
4. *The expectations for this assignment are explained in the syllabus*

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	<i>Exceeds requirement of length, and APA format</i>	<i>Meets minimum requirement of length, and APA format</i>	<i>Does not meet minimum requirement of length, and APA format</i>	10%
Integration of Material	<i>Exceeds requirement for content and required elements</i>	<i>Meets minimum requirement for content and required elements</i>	<i>Does not meet requirement for content and required elements</i>	70%
Integration of Biblical Worldview	<i>Exceeds requirement for integration of Biblical worldview that utilizes scripture</i>	<i>Meets minimum for integration of Biblical worldview that utilizes scripture</i>	<i>Does not meet for integration of Biblical worldview that utilizes scripture</i>	15%
Personalized Application and Reflection	<i>Exceeds requirement for personal application and reflections</i>	<i>Meets minimum Exceeds requirement for personal application and reflections</i>	<i>Does not meet requirement for personal application and reflections</i>	5%
Total				100%
<i>Comments:</i>				

Lesson Plan Project Guidelines (125 Points) (1a, 5a)

The student will create and develop a mini sample of their curriculum (for ages 3-5 years) by providing a philosophy description and a two week lesson plan from a developmental perspective.

The following are the expectations for this project:

1. Title Page including:
 - Student's Name
 - Name of Project
 - School Name
 - Course Title
 - Date
 - Professor's Name
2. Philosophy description
 - A full page description of your philosophy, based on a developmental perspective, of how young children learn
3. Two week lesson plan
 - Create a two week lesson plan using the provided lesson plan chart
 - Must include a theme and related children's literature
 - Choose a balance of developmental activities
4. In addition to the above, this paper will be typed using APA format, Times New Roman 12 point font and double spaced.
5. Save the assignment as LessonPlan+your first initial + last name. For example, Jane Smith's assignment would read "LessonPlanJSmith".
6. Submit your paper to the assignment area within the course and to Turnitin.com on or before the due date.

If this paper is submitted late, the student will receive a 10 point deduction for each hour it is late. You must also submit to Turnitin in order to receive credit.

Lesson Plans Assignment Grading Rubric

Assignment Grading Rubric for Lesson Plan Project (Possible points 125)

The purpose of this assignment is to develop a mini curriculum sample.

1. *Write a one page description of your philosophy, based on a development perspective, of how young children learn*
2. *Create two weeks of lesson plans using the provided lesson plan chart*
 - *Must include a theme and related children's literature*
 - *Choose a balance of developmental activities*

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	<i>Exceeds requirement of length, and APA format</i>	<i>Meets minimum requirement of length, and APA format</i>	<i>Does not meet minimum requirement of length, and APA format</i>	15%
Integration of Material	<i>Exceeds requirement for content and required elements</i>	<i>Meets minimum requirement for content and required elements</i>	<i>Does not meet requirement for content and required elements</i>	75%
Integration of Biblical Worldview	<i>Exceeds requirement for integration of Biblical worldview that utilizes scripture</i>	<i>Meets minimum for integration of Biblical worldview that utilizes scripture</i>	<i>Does not meet for integration of Biblical worldview that utilizes scripture</i>	15%
Personalized Application and Reflection	<i>Exceeds requirement for personal application and reflections</i>	<i>Meets minimum Exceeds requirement for personal application and reflections</i>	<i>Does not meet requirement for personal application and reflections</i>	20%

Total **100%**

Comments:

Year Long Curriculum Guide Guidelines (150 Points) (5c)

The student will write a curriculum guide for the parents in their Early Education Program for the entire year. Examples will be provided.

The curriculum guide should include the following:

1. A chart including:
 - Overall theme for the year
 - Themes for September through June that relate to the overall theme
 - Character traits for each month
 - Learning concepts such as: letters, numbers, colors, shapes, etc. for each month
 - Science emphasis for each month
2. A description of each monthly theme written in paragraph form, which includes two full paragraphs for each month. This description defines what aspects of the theme will be covered over the month
3. For each month's character trait, correlate one Bible verse and two Bible stories that would go with each character trait.
4. Include at least 3 things parents can do at home with their child.
5. Include 3 sub themes for the month.
6. Save the assignment as CurriculumGuide your first initial + last name. For example, Jane Smith's assignment would read "CurriculumGuideJSmith".

If this paper is submitted late, the student will receive a 10 point deduction for each hour it is late. You must also submit to Turnitin in order to receive credit.

Curriculum Guide Grading Rubric

Assignment Grading Rubric for Curriculum Guide (Possible points 150)

The purpose of this final assignment is to demonstrate your ability to write a curriculum guide for the parents in their Early Education Program for the entire year.

The Curriculum Guide should include the following::

1. *A Chart including:*
 - *Overall theme for the year*
 - *Themes for September through June that relate to the overall theme*
 - *Character trait for each month*
 - *Learning concepts such as: letters, numbers, colors, shapes, etc. for each month*
 - *Science emphasis for each month*
2. *A description of each monthly theme written in paragraph form, which includes two paragraphs for each month. This description defines what aspects of the theme will be covered over the month*
3. *For each month's character trait, correlate one Bible verse and two Bible stories that would go with each character trait.*

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	<i>Exceeds requirement of length, and APA format</i>	<i>Meets minimum requirement of length, and APA format</i>	<i>Does not meet minimum requirement of length, and APA format</i>	23%
Integration of Material	<i>Exceeds requirement for content and required elements</i>	<i>Meets minimum requirement for content and required elements</i>	<i>Does not meet requirement for content and required elements</i>	75%
Integration of Biblical Worldview	<i>Exceeds requirement for integration of Biblical worldview that utilizes scripture</i>	<i>Meets minimum for integration of Biblical worldview that utilizes scripture</i>	<i>Does not meet for integration of Biblical worldview that utilizes scripture</i>	30%
Personalized Application and Reflection	<i>Exceeds requirement for personal application and reflections</i>	<i>Meets minimum Exceeds requirement for personal application and reflections</i>	<i>Does not meet requirement for personal application and reflections</i>	22%
Total:				100%

Comments:

