

Vanguard University
Early Childhood Education

**HEALTH, SAFETY AND NUTRITION FOR
THE YOUNG CHILD
ECED 135**

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 course presents healthy practices that promote safety, nutrition, and wellness for the young child. Strategies will be introduced that support families in developing health awareness. In addition, safety issues inclusive of disaster and emergency planning along with creating safe environments within an early education setting will be emphasized. Biblical perspectives are integrated throughout the course.

LEARNING OUTCOMES

Students will:

- Explain how the concepts of health, safety and nutrition are interrelated
- Analyze safety management and accident prevention techniques for young children
- Identify the signs and symptoms of at least five common communicable illnesses
- Define adults' roles and responsibilities in the management of children's injuries and illnesses
- Describe appropriate measures for controlling the spread of communicable illnesses
- Identify four ways teachers can help children who are abused or neglected
- Identify the new My Pyramid food groups and state the nutrient strengths and weaknesses of each
- Develop and evaluate techniques to encourage parent participation in creating healthy, nutritious, and safe environments for young children
- Describe the nutritional needs of children from birth through early childhood
- Discuss the basic elements of planning meals that are nutritionally adequate and appropriate for young children in a childcare program
- Integrate these key ideas from a Biblical worldview
- Examine different challenges that can affect children's health, including but not limited to, child maltreatment, special learning needs, medical needs, socioeconomic status, etc.
- Prepare and demonstrate a variety of developmentally appropriate activities for young children to increase their understanding of health, safety, and nutrition
- Identify current factors contributing to childhood obesity and long-term health risks associated with obesity
- Articulate the importance of modeling positive health habits

TEXTS AND MATERIALS

Texts

Required Texts: Cross, M. Z., Marotz, L. R., & Rush, J. M. (2005). *Health, Safety, and Nutrition for the Young Child* (Seventh Edition). Clifton Park, NY: Thomson Learning.

Recommended Reading:

Robertson, C. (2004). *Safety, Nutrition and Health in Early Education* (Second Edition). Clifton Park, NY: Thomson-Delmar Learning.

Resources

Recommended Early Education Websites:

- The National Resource Center for Health and Safety in Child Care
<http://www.healthykids.us>
- Center for Nutrition Policy and Promotion
WWW.USDA.GOV/CNPP/

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	Points	Due
Health & Nutritional Assessment	100 points	Week 2
Observation of Safety Assignment	100 points	Week 3
Nutrition Concepts Lesson Plans	300 points	Week 5
Article Reviews	200 points	
Discussions & Wrap ups	300 points	

TOTAL POINTS:

100% = 1000 points

VANGUARD UNIVERSITY'S GRADING SYSTEM

Percentages	Points	Grade	Significance	GPA
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

Discussion Forum Grading Rubric

Initial Discussion Responses

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	Exceeds requirement of three full paragraphs including a minimum of four sentences each.	Meets minimum requirements of three full paragraphs including a minimum of four sentences each.	Does not meet minimum requirement of three full paragraphs including a minimum of four sentences each.	0 - 3 Points
Integration of Material	Exceeds requirement for integrating material from the assigned readings.	Meets minimum requirement for integrating material from the assigned readings.	Does not meet minimum requirement for integrating material from the assigned readings.	0 - 3 Points
Integration of Biblical Worldview	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0 - 3 Points
Personalized Application and Reflection	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	0 - 3 Points
Total Points:				

The points apply per discussion question. It includes points for initial postings only. Maximum 12 points can be given.

Student to Student Response

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	Exceeds requirement of one full paragraph including a minimum of four sentences to more than two students. Provides posts over a 2-3 day time span.	Meets minimum requirement of one full paragraph including a minimum of four sentences to two students. Provides posts over a 1-2 day time span.	Does not meet minimum requirement of one full paragraph including a minimum of four sentences to two students. Provides posts over a 1 day time span.	0 - 2 Points
Insightful Reflection on Posts of Others	Exceeds requirement for providing insightful reflections on posts of others.	Meets minimum requirement for providing insightful reflections on posts of others.	Does not meet minimum requirement for providing insightful reflections on posts of others.	0 - 2 Points
Builds on ideas of others and Integrates Biblical Worldview with Scripture	Exceeds requirement for building on ideas of others and integrating a Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0 - 2 Points
Total Points:				

The points apply for student to student responses. Maximum 6 points can be given per response.

Wrap Up Response

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	Exceeds requirement of three full paragraphs including a minimum of four sentences each.	Meets minimum requirement of three full paragraphs including a minimum of four sentences each.	Does not meet minimum requirement of three full paragraphs including a minimum of four sentences each.	0 - 4 Points
Integration of Personal Reflection with Instructor's Thoughts	Exceeds requirement for integrating personal reflections with the instructor's final thoughts.	Meets minimum requirement for integrating personal reflections with the instructor's final thoughts.	Does not meet minimum requirement for integrating personal reflections with the instructor's final thoughts.	0 - 4 Points
Integration of Biblical Worldview	Exceeds requirement for integration of Biblical worldview that utilizes scripture.	Meets minimum requirement for integration of Biblical worldview that utilizes scripture.	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0 - 4 Points
				Total Points:

The points apply for weekly wrap ups. Maximum 12 points can be earned.

Weekly Outline

WEEK ONE: Article Review

WEEK TWO: Article review & health & nutrition assessment

WEEK THREE: Article review & observation of safety assignment

WEEK FOUR: Work on your Lesson Plans due the end of Week Five

WEEK FIVE: Article review & nutrition concepts lesson plans

Article Review Guidelines (40 points each) (4b)

Instructions for the assignment:

- Each week, the student is required to read an educational article that is relevant to the week's text reading or to this course, in general. Students may find articles by researching the "Helpful Web Sites" listed at the end of each textbook chapter. Students may also choose articles by researching the suggested websites at the beginning of this syllabus, the online Vanguard Library, and/or other educational research data bases such as ERIC.
- Select an article about a topic you would like to know more about and would benefit you in your early education role.
- Read the article and write a one-page summary.
- Include the following information:
 - Title page
 - Web site address and date retrieved (this can be included on the title page, within the introduction, or on a separate bibliography page at the end of your review)
 - Title of the article and author
 - Brief introduction
 - Summary of the article
 - Brief conclusion including what you learned and how it may benefit you and the children you serve as an early educator.
- Include spiritual and biblical applications and integration.
- APA format is not required for an article review but is optional.
- Submit your article review each week by Sunday, 11:59 PM (PT).
- Also submit your article review to Turn It In.

Health and Nutritional Assessment Guidelines (100 Points) (2a)

(Refer to Chapter 3: Table 3-1 & Chapter 4: Tables 4-8 and 4-9 for this assignment)
Instructions for the assignment:

- The student is required to observe a child (between 2-6 years of age) for a health and nutritional assessment using the forms in chapters 3 and 4.
- You can do these assessments on your own child, a neighbor's child, or a child in a daycare center.
- For health assessment (using Tables 3-1 and 4-9), observe the child spontaneously without prior notice. You can also interview the mother or caregiver to obtain additional information that you are unable to observe.
- For nutritional assessment (using Table 4-8), interview the parent and/or caregiver to gather information that will allow you to make general or specific conclusions to the child's overall nutritional needs and condition.
- Report writing – include the following:
 - Title of the assignment
 - Date and location of observation and interview
 - Age and Gender of the child observed
 - Introduction – What is health and nutrition? Why is it important to maintain good health and nutrition for young children? (1/2 page)
 - Report on the health and nutritional status of the child observed :
 - Health assessment summary based on your observations (1 page)
 - Nutritional assessment summary based on the information you collected through your interview (1 page). Discuss how the daily food intake of the child meets his/her nutritional requirements as specified by the new My Pyramid. Include your views on the child's nutritional status (1/2-1 page).
- Conclusion – What did you learn from this assignment? (1/2 page)
- The paper must be written using APA style format.
- Submit your assignment by Sunday, 11:59 PM (PT).
- Also submit your assignment to Turn It In.

Observation of Safety Assignment Guidelines (100 Points) (2a)

(Refer to Chapter 8: Table 8-4, “Teachers’ Safety Checklist” for this assignment)
Instructions for the assignment:

1. The student is required to visit any one of the following Early Childhood Education Centers and do a thorough observation of the center for safety with the help of the safety checklist.
 - Child development center/Day Care center/Infant Center
 - Head Start Center
 - Preschool (private or for-profit)
 - Home daycare (must have 6 or more children)
2. Write a report on your observation as follows:
 - Title Page including the additional following information:
 - Name, address, phone number, and contact person at the center visited
 - Ages of children served (Infants/ Preschool / Infant & Preschool)
 - Date Visited.
 - Introduction: What is safety and what is required for safety in childcare centers or family day care settings with young children? Why it is important to maintain safety in homes and childcare centers? (1/2 page)
 - Center/home observation report: Write a 2-page report based on your observations using the safety check list to evaluate the center you visited and discuss whether or not this center meets the licensing standards for safety.
 - Conclusion – What did you learn from this assignment? (1/2 page)
 - The paper must be written using APA style format
 - Submit your assignment by Sunday at 11:59 PM (PT).
 - Also submit the assignment to Turn It In.
 -
1. Review, compare, and contrast the information provided in each article. Does the information appear to be accurate? Is it developmentally appropriate? Does any of the information appear to be potentially harmful to young children?
2. Identify some of the current factors contributing to childhood obesity.
3. Write your own personal conclusions based on the information you have located. What recommendations would you have regarding the prevention and treatment of childhood obesity? Would it be reasonable to recommend weight reduction by increasing a child's level of physical activity without paying attention to food intake? Is it safe to reduce caloric intake to cause weight loss without also increasing a child's exercise level? What are some possible negative health effects associated with following either of the treatment approaches suggested above?

4. This paper should include Biblical and spiritual application and/or integration.
 - The paper should be written in APA style format with internal citations and a bibliography/reference page at the end
 - Submit your paper by Sunday at 11:59 PM (PT).
 - Also submit your paper to Turn It In.

Nutrition Concepts Lesson Plan Guidelines (200 Points) (3a)

Develop four developmentally appropriate lesson plans for introducing four different nutrition concepts to young children (ages 2-6).

You should have a Title Page with the following:

- Class Title
- Student Name
- Name of Project
- Date Submitted

Paper Layout:

- Introduction (at least 2 paragraphs long – include why the four concepts you chose are important.)
- APA style is required for this assignment.
- Submit your assignment by Sunday at 11:59 PM (PT).
- Also submit your assignment to Turn It In.
- The four lesson plans should include the following in **each** lesson plan:
 - The purpose of the lesson
 - The developmentally appropriate age group for each lesson plan
 - Learning outcomes/goals for the children in this lesson (i.e. “The student will be able to ...”)
 - Materials needed (include everything the teacher would need to implement this lesson in a classroom)
 - Procedure for implementing the lesson
 - Personal Conclusions/Summary (include how you would evaluate the lesson’s outcome(s) and any follow-up ideas you might implement to reinforce the concept)

