

Syllabus for
ECE 213—Physical Development of the Young Child
3 Credit Hours
Spring 2000

The mission of the School of Education is to provide the opportunity for individuals who hold Christian principles to participate in advanced study in preparation for professional public and private responsibilities in the field of education throughout the world.

I. COURSE DESCRIPTION

Addresses all aspects of physical growth and development as well as methods for supporting this development. Health, safety, nutrition, playground design, and physical education are included as topics of consideration. Practicum is included.

Prerequisite: None

II. COURSE GOALS

This course is designed to help the student understand physical development of young children and apply that understanding to develop motor skills, health practices, safe behavior, and nutrition practices in the children they teach. Students will also be able to apply these principles as they create a safe, healthy environment in the early childhood classroom.

III. COURSE OBJECTIVES

A. Objectives

As a result of successfully completing this course, the teacher candidate will be able to do the following:

1. develop lesson plans to develop various aspects of physical development: health, safety, nutrition, motor skills, and outdoor play. (GC 1, EC 1, 3, 6)
2. develop a list of safety rules for the classroom and the playground. (EC 7)
3. observe and document physical development and understanding of health and safety related topics in young children. (EC 1)
4. understand the stages and milestones of physical development in the child from birth through eight years. (GC 2, EC 1)
5. describe principles of health, safety, nutrition, and motor skills as they relate to young children. (EC3)
6. describe methods for teaching these principles of health, safety, nutrition, and motor skill to children. (GC 1, EC 3, 6, 7)
7. discuss principles for developing indoor and outdoor large motor play areas that optimize physical development and are safe. (EC 1, 3, 7)
8. relate physical development principles to their Christian worldview.

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: General Competencies (GC) 1 and 2, Early Childhood Competencies (EC) 1, 3, 6, and 7, and CDA Subject Areas 1, 2, and 8.

This course is designed to help students meet competencies:

- GC 1. Understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- GC 2. Understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.
- EC 1. Understands factors that influence the development of young children, the sequence in interdependency of all areas (i.e., physical, social, emotional, cognitive, and language) and uses that knowledge to meet the needs of the group and individual children (birth to eight years of age) while respecting their unique rates of development.
- EC 3. Bases curriculum decisions on the understanding of how young children think, process information, and develop concepts in content areas including language, literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.
- EC6. Plans, implements, and articulates developmentally appropriate strategies including play, independent work, small group projects, group discussions, cooperative learning, open-ended questions, inquiry, and problem solving experiences.
- EC 7. Provides a learning environment (indoors and outdoors) which is physically and psychologically safe for young children through the use of a balanced schedule, learning centers, and appropriate transitions and routine.
- CDA 1. Planning a safe, healthy learning environment
- CDA 2. Steps to advance children's physical and intellectual development
- CDA 8. Principles of child growth and development

IV. TEXTBOOKS

Required Textbooks

Seefeldt, C. & Barbour, N. (1994). Early childhood education: An introduction. (3rd ed.). Upper Saddle River, NJ: Merrill.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
- 2. Double cuts will be assessed for absences immediately preceding or following holidays
- 3. Excessive absences can reduce a student's grade or deny credit for the course.
- 4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
- 5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.

B. Course Policies and Procedures

- 1. Evaluation Procedures
 - a. Assignments are evaluated on the following basis:

Journal entries	120 points
Lesson plans	50 points
Teaching aid	30 points
Case study	50 points

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| | Test | 50 points |
| | Final Exam | 100 points |
- b. Grading Scale

A	360-400
B	320-359
C	280-319
D	240-279
F	below 240
 - c. One letter grade will be deducted from an assignment for each day it is late.
2. Portfolio Requirements
 - a. teaching aids for health, safety, nutrition, movement, and outdoor play
 - b. lesson plans for a lesson related to movement, safety, nutrition, health, and outdoor play
 - c. case study of physical development and health and safety understanding in one child
 3. Other Policies and Procedures
 - a. Course Assignments
 - (1.) **Journal**—Each unit includes an assignment from the textbook as well as additional reading of the student's choice on the topic being considered. Materials are placed on reserve to assist students in finding readings on each topic. In addition, several suitable journals are available in the periodicals area. For each reading, the following information should be included in the journal: a copy of the article or chapter or a one- to two-page summary of the article and the student's reflections on what was read. Reflections should be at least one full page. All journal entries must be typed. A variety of sources should be evident in higher journal. The completed journal must include at least two chapters from scholarly books, one article reporting primary research, two articles directed toward teachers, and one article directed toward parents.
 - (2.) **Teaching Aids**—For each unit written, a teaching aid needs to be developed. This may be a book, game, bulletin board, or physical activity equipment. It must be made by the student.
 - (3.) **Lesson Plans**—A complete lesson plan in one of the following areas will be completed as a group project (topic will be assigned): health, safety, nutrition, movement, and outdoor play. Each plan must include the age or grade for which the unit is intended, behavioral objectives concepts to be taught, whole group activities related to the topic, center activities related to the topic, and enrichment/subject integration materials (songs, art, activities, books, math, or literacy activities.) For each unit an individual student will have primary responsibility for a different aspect of the unit. For instance, a student writing the behavioral objectives for the health unit would then for the nutrition unit be responsible for gathering the enrichment activities.

- b. **Case Study**—The practicum experience needs to be documented through a case study of one of the children in the class the student observes. The case study needs to include physical development, motor skills, health status (as observed), and safety practices.

VI. COURSE CALENDAR

Session	Topic	Assignment
1-2	Physical Development	2 Journal Entries
3-4	Activities That Promote Physical Development	2 Journal Entries
5-7	Health	518-519, 540-548
8-9	Health Education	2 Journal Entries
10-11	Safety	530-540
12-13	Safety Education	2 Journal Entries
14	TEST	
15-17	Nutrition	519-529
18-19	Nutrition Education	2 Journal Entries
20	Food Preparation and Safety	
21-22	Playground Design and Safety	Pages 244-253
23	Playground Field Trip	2 Journal Entries
24	Work on Lesson Plan	
25	Practicum	Lesson Plan and Teaching Aid Due
26	Practicum	
27	Practicum	
28	Unit Show and Tell	Case Study

VII. ASSESSMENT SUMMARY

Jean Mosley
Name of Instructor

ECE 213
Course No.

Physical Development
Title of Course

Education
Name of Department

MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of mind, spirit, and body.

GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision Making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

MAJOR OUTCOMES

Critical Thinking/Communication:

Understands the theoretical and research basis for child development and early childhood education. Applies and communicates these principles in a professional setting.

Analysis/Problem Solving:

Understands the whole child: spiritual, cognitive, physical, social, and emotional, and the effects of culture and the community on this development. Analyzes needs and develops solutions for meeting these needs.

Interpersonal/Leadership:

Demonstrates understanding of individual strengths and needs of a variety of students, parents, and other professional educators. Acts as a servant-leader to build these strengths.

COURSE GOALS (Include Competencies)

Understands physical development of young children.

Applies understanding to develop motor skills, health practices, safe behavior, and nutrition practices in the children they teach.

Applies course principles to create a safe, healthy environment in the early childhood classroom.

ASSESSMENT OF COURSE GOALS

STIMULI:

Journal entries
Lesson plans
Teaching aids
Case study
Test
Final exam

CRITERIA:

Knowledge of principles and research related to topic

Ability to apply principles to activities and materials that support development

Ability to recognize the application of principles in the classroom setting