



## EDCI 528T-A ONLINE

METHODS OF INSTRUCTION FOR THE KINDERGARTEN CLASSROOM (3 CREDIT HOURS)

<b>Summer 2021</b>	<b>Session 2: June 1-July 23, 2021</b>
<b>Location:</b>	<b>Online</b>
<b>Instructor:</b>	<b>Cheryl Des Jarlais</b>
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<b>On-line Office</b>	<b>10-12 MW; 7-9 T, Th, EST</b>
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Additional information on important policies and procedures, such as, but not limited to, disabilities and accommodations, academic honesty, and student authentication, can be found in the link provided at the end of this paragraph. The document also provides valuable information regarding instructional strategies/methodologies and how to access eClass, technology support, learning methods, resources available in eClass, etc. To access the document, click [here](#). Be aware that you will be accountable for the provided information.

### BIBLICAL FOUNDATIONS OF THE COURSE

This course is based on the concept that all true education, including the kindergarten curriculum, should be centered on the cross of Christ. We will practice how to put Jesus and an experiential relationship with Him at the center of all we do with young children. Each Praise class discussion will introduce the weekly topic with a focus on the Biblical foundations of the topic and our own personal spiritual growth. The curriculum concept maps will outline how spiritual connections will be emphasized across the curriculum, and the Practice assignments will explore a variety of methods for the practical applications of these spiritual connections.

### EDCI 528 COURSE DESCRIPTION

Designed to give students an understanding of developmentally appropriate kindergarten classroom instruction, assessment, materials, and strategies for teaching your children in preschool and kindergarten. Emphasis is

given to application of the principles of child development, differentiating instruction, and methods for promoting harmonious physical, mental, social, and emotional growth. Students should be working in a PreK-K classroom or be able to arrange for comparable field experience.

## REQUIRED TEXT

No text is required. However, the book, *Spiritual Development, A Biblical Model of Development Across the Lifespan*, is recommended. It is available on Kindle and as a paperback on Amazon.

## EDCI 528 GOALS AND OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. Implement developmentally appropriate practice in the development and teaching of kindergarten curriculum.
2. Create web-based concept maps for methods of integrating spiritual and social development, nature study, math, music, art, and language across the curriculum
3. Articulate practical ways of keeping Christ at the center of the kindergarten curriculum

## EDCI 528 COURSE ASSIGNMENTS

The grading system for this course is designed to assess your work from both a theoretical and practical perspective and covers a variety of assessments to measure performance toward achievement of the class goals and objectives.

**Participation in Class Discussions (10 points each).** You will interact with the other co-learners in class by posting original thought and replying to others' posts. There are two class discussions that will be graded each week covering the essential questions and topics for the week. The week will open with a **Praise** class discussion, and close with a **Ponder** class discussion. To receive points and a grade you are expected to post a minimum of three posts (one initial post and two responses to classmates). You may respond as many times as you like, but you must meet at least the minimum of three quality posts.

You can find the rubric that will be used to grade your discussion assignments located under *Course Resources* in eClass.

**Prepare:** Each week the **Prepare** icon leads you to learning activities where you will apply what you have learned in various ways. It is essential that you read all of the materials provided for the week and watch any YouTube videos provided. You are also expected to do your own research, using the links provided as a jumping off place for your own explorations into different philosophies, methods and materials for kindergarten education. You are expected to incorporate the big ideas and understandings gleaned through the readings and lectures into the work you do in the course. The criteria and method for grading each exercise is provided in the rubric located under *Course Resources* in eclass. Regular communication with your professor will help to ensure success. Check the weekly requirements in eClass for updates.

**Practice Assignments:** After you have completed the readings, watched the YouTube videos, and done your own research on the topic, you will find your assignments under the **Practice** icon. After the initial assignment on play during the second week, each of the curriculum subjects is addressed in two ways: the first is an overall plan for addressing the discipline across the curriculum, throughout the year. The second assignment gives you an opportunity to practice a specific technique in developing curriculum or materials. The lists and points for the **Practice** assignments follow:

Week 2	Play Questions and Concept Map	30
Week 3	Spiritual Web-Concept map	30
Week 3	Making the Cross Center	30
Week 4	Nature Web-Concept Map	30
Week 4	Nature Emergent Curriculum	30
Week 5	Math Web-Concept Map	30
Week 5	Montessori Math Methods	30
Week 6	Music and Art Concept Maps	30
Week 6	Song or Movement Activity	30
Week 6	3-D Art Community Project	30
Week 7	Language Web-Concept Map	30
Week 7	Language Project	30

**Final Project: (50 points)** The final **Prove** project is due the last week of class, July 17, at noon. For this presentation, you will be synthesizing the work you have completed in the course. You will be demonstrating your overall understanding of the concepts and principles in kindergarten curriculum and methods, and your practical application of these principles. The Final PowerPoint Presentation is worth 50 points.

Total Assignments:

Praise Class Discussions	(10 pts each)	70
Ponder Class Discussions:	(10 pts each)	70
Weekly Practice Assignments:		360
Final PROVE Project:		50
TOTAL:		550 Points

### **Submission Times and Late Work Caution**

Each **Praise** class discussion is due Monday at midnight (EST) 10 points

Each **Practice** assignment is due Thursday at 11:55 p.m. EST

Each **Ponder** class discussion is due Sunday at midnight (EST) 10 points.

The final **Prove** project is due Friday, July 23, at noon, ET

Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise. You may post your work early. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

### EDCI 528 ON-LINE CLASS MEETINGS

Each Tuesday during Weeks 2-6, at 8:00 p.m., ET, we will hold a class meeting where we will have a worship thought, a brief review of that week’s content, and a time for questions and clarification. Please plan to attend these meetings if at all possible. If for some reason you cannot attend, each session will be recorded. We will generate a link to that recording and place it in eClass in the week in which the meeting took place.

### EDCI 528 COURSE SCHEDULE

Date/Week	Praise	Prepare	Practice	Ponder	Prove
<b>Week 1</b> June 1-6	Zechariah 9:9 14-17	Introduction and Overview			
<b>Week 2</b> June 7-13	Psalms 114 Class Discussion	Play and Curriculum Design	Play Questions and Personal Play Concept Map	Class Discussion	
<b>Week 3</b> June 14-20	Psalms 103 Class Discussion	Spiritual and Social Studies: Relating to God and Helping Each Other	Spiritual Concept Map Making the Cross Center	Class Discussion	
<b>Week 4</b> June 21-27	Psalms 104 Class Discussion	Nature Studies: God’s Designs	Nature Concept Map Emergent Curriculum	Class Discussion	

<b>Week 5</b> June 28-July 4	Job 38: 4-11; 39:1-4 Class Discussion	Math: God's Methods	Math Concept Map Montessori Math Methods	Class Discussion	
<b>Week 6</b> July 5-11	Psalms 98:1-9 Class Discussion	Music, Movement and Art: Praising and Sharing God's Ways	Music, Movement, Art Concept Maps Music, Movement and Art Activities	Class Discussion	
<b>Week 7</b> July 12-18	Psalms 119	Language: Listening for God's Word	Language Concept Map Language Activity	Class Discussion	
<b>Week 8</b> July 19-23	Psalms 63:1-8 Class Discussion	Wrap-Up and Final Presentations		Class Discussion	Final PP Presentation

## REFERENCES

Brown, Stuart. (2009) "Play is More Than Fun" TED Talk <https://www.youtube.com/watch?v=HHwXlCtHc>

White, E. G. (1954) *Child Guidance*. (Retrieved from <http://www.ellenwhitedefend.com/Family-Education/Child-Guidance.pdf>)

White, E. G. (1923) *Fundamentals of Christian Education* (retrieved from <http://centrowhite.org.br/files/ebooks/egw-english/books/Fundamentals%20of%20Christian%20Education.pdf>)

White, E. G. (1940) *Desire of Ages* (retrieved from <http://www.whiteestate.org/books/da/da7.html>)

White, E. G. (1952) *Education* (retrieved from <http://www.whiteestate.org/books/ed/ed.>)

White, E. G. (1958) *Patriarchs and Prophets* (Retrieved from [http://www.imsmedia.org/downloads/doc\\_view/1866-patriarchs-and-prophets-by-ellen-white](http://www.imsmedia.org/downloads/doc_view/1866-patriarchs-and-prophets-by-ellen-white))

White, E. G. (2015) *Selected Messages Book 3* (retrieved from <http://egwtext.whiteestate.org/publication.php?pubtype=Book&bookCode=3SM&lang=en&collection=2&section=all&pagenumber=222&QUERY=kindergarten&resultId=1>)

Woolsey Des Jarlais, C. (2017) *Spiritual Development. A Biblical Model for Growth Across the Lifespan*. Kindle Amazon

## SUGGESTED MATERIALS

You may be interested in expanding your resources for teaching your kindergarten class. Below are some supplemental materials you may find useful. Look on Amazon.com.

Bowden. M. (1989) *Nature for the Very Young. A Handbook of Indoor & Outdoor Activities.* John Wiley and Sons

De Young, D. (2013) *77 Fairly Safe Science Activities for Illustrating Bible Lessons.* Baker Books

De Young, D. (1999) *Amazing Science Devotions for Children's Ministry.* Group Publishing

Diller. D. (2011) *Math Work Stations: Independent Learning K-2* Stenhouse Publishers

Diller. D. (2003) *Literacy Work Stations: Making Centers Work.* Stenhouse Publishers

Diller. D. (2007) *Making the Most of Small Groups: Differentiation for All.* Stenhouse Publishers

Houser, T. (2008) *Beakers, Bubbles and the Bible: Bible lessons from the Science Lab*

Leslie, C. W. (2010) *The Nature Connection: An Outdoor Workbook for Kids, Families, and Classrooms.*

Louv, R. (2008) *Last Child in the Woods: Saving Our Children from Nature Deficit Disorder.*

Stacy Tornio (2012) *Project Garden: A Month-by-Month Guide to Planting, Growing, and Enjoying ALL Your Backyard Has to Offer.*

Young, S. (2018) *Critical New Perspectives in Early Childhood Music: Young Children Engaging and Learning Through Music*

Reynolds, A; Bolton, B.; Taggart, C.; Gordon, E.; Valeri, W. (1998) *Music Play: The Early Childhood Music Curriculum Guide for Parents, Teachers & Caregivers*

Woods, S. (2017) *Early Creative Art Activities For Preschoolers: Intergrating Literacy & Language in ART*

## EDCI 528 RUBRIC

### EDCI 528: Kindergarten Methods Rubric

**69 percent of points or less**

**70-85 percent of points**

**86-100 percent of points**

Does not meet expectations	Meets expectations	Exceeds expectations
<i>Only rudimentary understanding of content</i>	<i>Effectively combines content and skills in practical applications</i>	<i>Integrates content and skills in analysis and affective approaches of care and service.</i>
Comments in <b>class discussion</b> are shallow and generalized, not indicating critical thinking and synthesis of outside research and personal engagement with the topic.	Comments in <b>class discussion</b> meet minimum requirements for critical thinking and engagement with the work of two or more classmates.	Comments in <b>class discussion</b> are specific, and demonstrate critical thinking based on research besides the required reading/media. They address the work of two or more classmates in a positive and

The work of other classmates are not addressed.		engaging fashion, using best methods for advocacy.
<p><b>Practice and Prove assignments</b> miss required components; some questions are not answered, or are not thoroughly addressed. There is no evidence of research besides required readings/media.</p>	<p><b>Practice and Prove assignments</b> cover all required components of the assignment in a thorough and organized fashion. Some outside research is noted.</p>	<p><b>Practice and Prove assignments</b> are professionally prepared and presented with appropriate APA styling referencing research besides required reading/media. Presentations are creative and demonstrate careful engagement with the material, critical thinking, and mastery of course objectives.</p>