



This course supports the assessment for AXT1. The course covers 5 competencies and represents 2 competency units.

Introduction

Overview

Welcome! This course will support you as you gain an understanding of self-esteem and self-concept through the arts, social awareness, and health issues.

Competencies

This course provides guidance to help you demonstrate the following 5 competencies:

- **Competency 607.5.11: Aesthetic Development from Birth Through Grade 3**
The graduate draws on knowledge of early childhood development and the arts to support aesthetic development for infants, toddlers, and young children.
- **Competency 607.5.12: Arts Curriculum and Instruction in Early Childhood**
The graduate incorporates central concepts, inquiry tools, and structures of the arts, such as music, creative movement, dance, drama, and art in the design of learning experiences for young children.
- **Competency 607.5.13: Motor Development in Early Childhood**
The graduate designs learning experiences for infants, toddlers, and young children that support appropriate motor development.
- **Competency 607.5.14: Health for Early Childhood**
The graduate designs and supports learning environments and experiences for infants, toddlers, and young children that support the development of healthy habits and lifestyles.
- **Competency 607.5.15: Social Science Learning and Instruction**
The graduate uses the concepts, tools, and structures of developmentally appropriate social science education in the design of learning experiences for young children.

Teaching Dispositions Statement

Please review the [Statement of Teaching Dispositions](#).

Course Mentor Assistance

As you prepare to successfully demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, so you are welcome to contact them



as soon as you begin. Course mentors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Manually Enrolled Resources

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the “Learning Resources” tab, click the “Sections” button, and then click the “Enroll Now” button for each resource. Once your mentor approves your enrollment in the resource, you will receive an e-mail with further access instructions. Contact your mentor if you have questions.

You will need to enroll in or subscribe to learning resources as a part of this course. You may already have enrolled in these resources for other courses. Please check the “Learning Resources” tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

MyEducationLab

You will use MyEducationLab to watch videos and read documents throughout this course.

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

The following e-texts are available to you free of charge, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

- Edwards, L. (2010). *The creative arts: A process approach for teachers and children (5th ed.)*. Pearson Merrill. ISBN-10: 0136101097; ISBN-13: 9780136101093
- Edwards, L., Bayless, K., & Ramsey, M. (2009). *Music and movement: A way of life for the young child (6th ed.)*. Pearson Merrill. ISBN-10: 0136013708; ISBN-13: 9780136013709
- Henniger, M. (2009). *Teaching young children: an introduction (4th ed.)*. Pearson Merrill. ISBN-10: 0137147716; ISBN-13: 9780137147717



- Isenberg, J., & Jalongo, M. (2010). *Creative thinking and arts-based learning: Preschool through fourth grade (5th ed.)*. Pearson Merrill. ISBN-10: 0136100856; ISBN-13: 9780136100850
- McDevitt, T. & Ormrod, J. (2010). *Child development and education (4th ed.)*. Pearson Merrill. ISBN-10: 0136101291; ISBN-13: 9780136101291
- Sorte, J., Daeschel, I., & Amador, C. (2011). *Nutrition, health, and safety for young children: Promoting wellness*. Pearson Merrill. ISBN-10: 0131381202; ISBN-13: 9780131381209

Additional Preparations

Professional Portfolio

Continue building your professional portfolio. As you begin this course, add a tab for each of the content areas, including art, music, health, nutrition, movement, and social sciences. Place documents and resources in the appropriate sections to demonstrate your knowledge and competency in each area.

Note: Do not include anything that specifically identifies a child or adult. Change all names or leave names out altogether.

Reflection Journal

Continue to engage in personal reflection. The processes of observation and assessment have great potential to help a professional educator consider how personal beliefs and expectations can influence and bias the interpretation of children's behavior. Use the reflection process to help you refine your skills in objectively observing and assessing the learning and development of all young children.

CPR Certification

If you do not already have a current certification, you will want to enroll in a certified cardiopulmonary resuscitation (CPR)/first aid course directed toward working with infants, toddlers, and young children. Make certain to review the full instructions for the performance assessment before making the arrangements to complete this task.

Pre-Clinical Experiences (PCE)

Your pre-clinical experiences will provide the opportunity to observe and participate in different classrooms and at different developmental levels. You will have the opportunity to complete observations, teaching tasks, and other work in actual early childhood settings.

You must not do any PCE activity until your full PCE application has been approved. Arranging for your PCE can take time. If you have not yet completed the PCE application process, please do so as quickly as possible. Failure to do so may significantly delay your successful completion of this course and the related assessments.

Aesthetic Development

Researchers have found that setting the stage for aesthetic development in young children



encourages a lifetime of art appreciation. The arts offer young children opportunities to create positive experiences and examine their inner feelings in connection with the world around them. It provides learning opportunities of new concepts and vocabulary attainment.

Understanding the Importance of Artistic Expressions

Do art experiences enhance a child's self-esteem and future appreciation of art? Yes! Children exposed to artistic growth and expressions grow and develop ways of creative thinking and feelings important to their development.

This topic addresses the following competency:

- **Competency 607.5.11: Aesthetic Development from Birth Through Grade 3**
The graduate draws on knowledge of early childhood development and the arts to support aesthetic development for infants, toddlers, and young children.

The Creative Arts, Chapter 1

Read the following chapter in *The Creative Arts*:

- [chapter 1 \("Beginning the Journey"\)](#)

In your reflection journal, reflect upon how creativity is fostered by educators and parents. Discuss the value of exposing children to the creative arts with fellow students on the course message board. As you read the selection in the text, record answers to the following question in your study notes. How is fostering creativity expressed in Howard Gardner's theory of Multiple Intelligences?

Creative Thinking and Arts-Based Learning, Chapter 1

Read the following chapter in *Creative Thinking and Arts-Based Learning*:

- [chapter 1 \("Understanding Children's Creative Thought and Expression"\)](#)

In your reflection journal, reflect upon how the view of fostering creativity in children is reflected in society.

View the following MyEducationLab clip:

- "Addressing Multiple Intelligences in a Project"

What positive benefits can you glean from this video clip?

Fostering Development of Music in Infants and Young Children

Children have a natural desire to hear music and move to the sounds. Music provides a child with a sense of well-being and encourages skill-building in several developmental areas.

This topic addresses the following competency:

- **Competency 607.5.11: Aesthetic Development from Birth Through Grade 3**



The graduate draws on knowledge of early childhood development and the arts to support aesthetic development for infants, toddlers, and young children.

Teaching Young Children, Chapter 16

Read the following sections in *Teaching Young Children: An Introduction*.

- pages 442-444 in [chapter 16 \("Using the Creative Arts to Support Development and Learning"\)](#)
- pages 452-458 in [chapter 16 \("Using the Creative Arts to Support Development and Learning"\)](#)

In your reflection journal, reflect upon how creativity is fostered in various activities in young children.

Create a learning opportunity incorporating a cognitive guiding skill for infants, toddlers, and young children. Post it in your portfolio.

Music and Movement, Chapters 1 and 4

Read the following chapters in *Music and Movement*.

- [chapter 1 \("Beginning the Music and Movement Journey"\)](#)
- [chapter 4 \("Music and Movement for Infants and Toddlers"\)](#)

Is there any value in singing to infants? In your reflection journal, reflect upon how lullabies are important to infants. Discuss the connection between speech development and rhythm with fellow students on the course of study message board.

View the following MyEducationLab video clip:

- "Music and Movement"

Reflect upon what evidences you see of age appropriateness and individual approaches to enhancing musical interests in young children. Share your insights on the course message board.

The Creative Arts, Chapter 4

Read the following chapter in *The Creative Arts*:

- [chapter 4 \("Introducing Music and Movement"\)](#)

Design a scenario in which you encourage a child to sing. Provide feedback examples. Post the scenario design in your professional portfolio in the section on the arts.

Creative Thinking and Arts-Based Learning, Chapter 5

Read the following chapter in *Creative Thinking and Arts-Based Learning*:



- [chapter 5 \("Engaging Children in Music, Movement, and Dance"\)](#)

In your reflection journal, reflect upon how you, as an educator, can design and implement developmentally appropriate strategies that encourage musical interest and development in infants and toddlers both in the home and at a center for children.

Developing Art Components in Early Childhood

Studies show that art education "instills creativity, a facility for problem solving, discipline, and cooperation in young performers" (Cesarone, 1999, p. 52).

This topic addresses the following competency:

- **Competency 607.5.11: Aesthetic Development from Birth Through Grade 3**
The graduate draws on knowledge of early childhood development and the arts to support aesthetic development for infants, toddlers, and young children.

Creative Thinking and Arts-Based Learning, Chapter 1, 3, and 4

Review the following chapters in *Creative Thinking and Arts-Based Learning*:

- [chapter 1 \("Understanding Children's Creative Thought and Expression"\)](#)
- [chapter 3 \("Fostering Creative Thought and Expression"\)](#)
- [chapter 4 \("Promoting Children's Art"\)](#)

How do children learn through art? Design three learning goals and objectives that reflect children's artistic learning. Post them in your portfolio.

The Creative Arts, Chapters 2 and 5

Review and read the following chapters in *The Creative Arts*:

- [chapter 2 \("Understanding the Creative Process"\)](#)
- [chapter 5 \("Celebrating the Visual Arts"\)](#)

What areas are enhanced in a child's development of self with creative instructional approaches in the classroom? Share your insights on the course message board.

Design a learning activity lesson plan that incorporates Gardner's spatial intelligence component in the plan. Post it in your portfolio.

Acknowledging Diversity Through Creative Expressions in Young Children

Educators can encourage diversity by implementing art and music activities that celebrate diversity.

This topic addresses the following competency:

- **Competency 607.5.11: Aesthetic Development from Birth Through Grade 3**
The graduate draws on knowledge of early childhood development and the arts to



support aesthetic development for infants, toddlers, and young children.

Creative Thinking and Arts-Based Learning, Chapter 10

Read the following chapter in *Creative Thinking and Arts-Based Learning*:

- [chapter 10 \("Children's Creative Work in Diverse Families and Communities"\)](#)

In your reflection journal, reflect upon how structure in the learning environments of infants, toddlers, and young children with differences in culture can address different developmental levels and linguistic needs.

The Creative Arts, Chapter 1 and Music and Movement, Chapter 3

Review the following chapter in *The Creative Arts*:

- [chapter 1 \("Beginning the Journey"\)](#)

Read the following chapter in *Music and Movement*:

- [chapter 3 \("Music and Movement for Children with Special Needs"\)](#)

Create a lesson plan incorporating arts from a different culture or ethnicity or one incorporating different strategies for teaching art to students with special needs. Post the lesson plan in your professional portfolio in the section on the arts.

Enhancing Artistic Development

This provides healing and allows the child to feel safe. Early enhancement of artistic development with infants, toddlers, and young children can bring a variety of benefits to the child. These include benefits of speech and language development, as well as physical, mental, and cognitive development.

Development of Artistic Appreciation in Young Children

Children respond early to the introduction of early artistic expressions. Children typically enjoy the ability to produce sounds and movements in association with different artistic forms. If this is encouraged at home as well as in the classroom, students can develop an appreciation of this area, which can have benefits to their physical, social, and emotional development.

This topic addresses the following competency:

- **Competency 607.5.11: Aesthetic Development from Birth Through Grade 3**
The graduate draws on knowledge of early childhood development and the arts to support aesthetic development for infants, toddlers, and young children.

The Creative Arts, Chapter 2

Review the following chapter in *The Creative Arts*:

- [chapter 2 \("Understanding the Creative Process"\)](#)



Design a chart outlining how artistic and aesthetic development support development (cognitive, social, physical, literacy, and cognitive). Post the chart in your professional portfolio in the section on the arts.

Teaching Young Children, Chapter 16

Review the following chapter in *Teaching Young Children: An Introduction*:

- [chapter 16 \("Using the Creative Arts to Support Development and Learning"\)](#)

In your reflection journal, reflect upon several learning strategies an educator can implement to enhance art discovery. What are three learning strategies you could design to implement art discovery enhancement?

Creative Thinking and Arts-Based Learning, Chapter 5

Review the following chapter in *Creative Thinking and Arts-Based Learning*:

- [chapter 5 \("Engaging Children in Music, Movement, and Dance"\)](#)

View the following MyEducationLab clip:

- "Incorporating the Home Experiences of Culturally Diverse Students in the Classroom."

Reflect upon the evidences you viewed for age appropriateness and individual approaches to enhancing musical interests in all children. Share your insights in the course of study message board.

Importance of Family, Schools, and Communities

Research shows that families that encourage artistic expressions and outlets have children who exhibit more self-confidence and self-control compared to environments where artistic expressions are not encouraged. Children respond at a young age to the introduction of early artistic expressions, so these early expressions need to be encouraged by family, schools, and communities.

This topic addresses the following competency:

- **Competency 607.5.11: Aesthetic Development from Birth Through Grade 3**
The graduate draws on knowledge of early childhood development and the arts to support aesthetic development for infants, toddlers, and young children.

Creative Thinking and Arts-Based Learning, Chapter 10

Review the following chapter in *Creative Thinking and Arts-Based Learning*:

- [chapter 10 \("Children's Creative Work in Diverse Families and Communities"\)](#)

Talk to your friends, family members, or acquaintances who have small children. Find out if they support creative expressions through music, art, and drama with their children. Ask them what



they perceive the benefits to be, and share what you learn with fellow students on the course message board.

View the following MyEducationLab clip:

- "Parental Involvement in the Emotional Development of Toddlers"

Cite examples from the clip illustrating the importance of creative expressions with children.

Task 1 Performance Task

Complete the following task in [TaskStream](#):

- T & L: ECE: A,M,H,& SS App: Task 1

For details about this performance assessment, see the "Assessment" tab in this course.

Art Curriculum and Instruction

Early childhood educators should design and implement experiences for young children that stimulate the senses and foster creativity. "Young children feel a sense of emotional satisfaction when they are involved in making art, whether they are modeling with clay, drawing with crayons, or making a collage from recycled scraps. This satisfaction comes from the control children have over the materials they use and the autonomy they have in the decisions they make" (Fox & Berry, 2008).

Designing and Implementing Art Curriculum

Early childhood educators want to design and implement experiences for young children that stimulate their senses, which fosters creativity. "Young children feel a sense of emotional satisfaction when they are involved in making art, whether they are modeling with clay, drawing with crayons, or making a collage from recycled scraps. This satisfaction comes from the control children have over the materials they use and the autonomy they have in the decisions they make" (Fox & Berry, 2008).

This topic addresses the following competency:

- **Competency 607.5.12: Arts Curriculum and Instruction in Early Childhood**
The graduate incorporates central concepts, inquiry tools, and structures of the arts, such as music, creative movement, dance, drama, and art in the design of learning experiences for young children.

The Creative Arts, Chapter 4 and Music and Movement, Chapter 8

Review the following chapter in *The Creative Arts*:

- [chapter 4 "Introducing Music and Movement"](#)

Read the following chapter 8 in *Music and Movement*.



- [chapter 8 \("Music and Movement: An Interdisciplinary Approach"\)](#)

In your reflection journal, reflect upon how you would design a learning activity using visual arts in conjunction with another discipline (math, science, language, etc.).

Creative Thinking and Arts-Based Learning, Chapter 8

Review the following section in *Creative Thinking and Arts-Based Learning*:

- pages 292-294 of [chapter 8 \("Using Creative Materials and Resources Effectively"\)](#)

Create a creative arts lesson plan using a form of technology for a group of young children. Post the lesson plan in your professional portfolio in the section on the arts.

Developing Artistic Expressions Through Activities

Children respond positively to the introduction of early artistic expressions. Artistic expression is shown to help with self-esteem and appropriate social behavior.

This topic addresses the following competency:

- **Competency 607.5.12: Arts Curriculum and Instruction in Early Childhood**
The graduate incorporates central concepts, inquiry tools, and structures of the arts, such as music, creative movement, dance, drama, and art in the design of learning experiences for young children.

Music and Movement, Chapters 4, 5, and 7

Review the following chapters in *Music and Movement*:

- [chapter 4 \("Music and Movement for Infants and Toddlers"\)](#)
- [chapter 5 \("Music and Movement for Three-Year-Olds"\)](#)
- [chapter 7 \("Music and Movement for Kindergarten and Early Primary"\)](#)

As you read the text selections, ask yourself how you would present a learning activity that gave a solid understanding of rhythm, melody, and form to the children. Share your insights in the course of study message board.

Art Activity Addressing Different Ability Levels

Create an art activity that addresses the ability levels of an entire group of students. Post the creative activity in your professional portfolio in the section on the arts. In your reflection journal, reflect upon the physical and social environment of the activity.

Artistic Expressions Incorporating Feelings and Moods

Children can often express their feelings or anxieties through creativity-based activities.

This topic addresses the following competency:

- **Competency 607.5.12: Arts Curriculum and Instruction in Early Childhood**
The graduate incorporates central concepts, inquiry tools, and structures of the arts,



such as music, creative movement, dance, drama, and art in the design of learning experiences for young children.

Creative Thinking and Arts-Based Learning, Chapter 5

Review the following chapter in *Creative Thinking and Arts-Based Learning*:

- [chapter 5 \("Engaging Children in Music, Movement, and Dance"\)](#)

The Creative Arts, Chapters 3 and 7

Read the following chapters in *The Creative Arts*:

- [chapter 3 \("Exploring Feelings and Images"\)](#)
- [chapter 7 \("Experimenting with Three-Dimensional Art"\)](#)

Create a lesson plan that uses different types of creative materials and encourages open-ended art experiences with toddlers and kindergarten children. Post your lesson plan in your professional portfolio in the section on the arts. In your reflection journal, reflect upon what would be the difference between an open-ended art experience and a teacher-directed art activity.

View the following MyEducationLab clip:

- "Creativity and the Arts in a Study About Birds"

As you view the clip, in your reflection journal, reflect upon the following questions:

- How do art experiences encourage children to explore their thoughts and feelings in ways that do not need language?
- How does this clip emphasize how children understand the world around them?
- What additional skills can you identify in the clip?
- How do children maintain focus?
- How do children use trial and error to solve problems?
- How do children communicate?

Music and Movement, Chapter 1

Review the following section in *Music and Movement*:

- pages 12-16 of [chapter 1 \("Beginning the Music and Movement Journey"\)](#)

In your reflection journal, reflect upon what the national standards for music are.

As you read the selections in the text, discuss who determines the national standards for curriculum in the area of music and art with your fellow students on the course message board.



Research the art instructional standards in your local or state district. In your reflection journal, include your notes on these standards.

Appreciating the Theorists and Their Methods

As with any educational discipline, theorists offer thorough research on their ideas regarding how to reach children with designed objectives and goals. The areas of music, art, and play are no different. Theorists have offered their conclusions on various strategies and methods.

This topic addresses the following competency:

- **Competency 607.5.12: Arts Curriculum and Instruction in Early Childhood**
The graduate incorporates central concepts, inquiry tools, and structures of the arts, such as music, creative movement, dance, drama, and art in the design of learning experiences for young children.

Creative Thinking and Arts-Based Learning, Chapter 5

Review the following chapter in *Creative Thinking and Arts-Based Learning*:

- [chapter 5 \("Engaging Children in Music, Movement, and Dance"\)](#)

In your reflection journal, reflect upon the contributions made by Orff, Suzuki, Kodaly, and others.

Research the instructional methods (e.g., Kindermusik) that have been historically significant in the arts. Reflect upon the different methodology you have located during your research.

Complete: Task 2 Performance Task

Complete the following task in [TaskStream](#):

- T & L: ECE: A,M,H,& SS App: Task 2

For details about this performance assessment, see the "Assessment" tab in this course.

Motor Development

Movement for children is a way to explore the world around them. It opens up windows of expression and facilitates learning opportunities. As children mature, they become increasingly dependent upon physical interactions with objects and people.

Fine and Gross Motor Development

In order to achieve the monumental tasks of object manipulation and people interaction, fine and gross motor skill development is fundamental.

This topic addresses the following competency:

- **Competency 607.5.13: Motor Development in Early Childhood**
The graduate designs learning experiences for infants, toddlers, and young children that support appropriate motor development.



Child Development and Education, Chapter 5

Read the following chapter in *Child Development and Education*:

- **[chapter 5 \("Physical Development"\)](#)**

Create a learning activity where students use their fine motor skills in accomplishing the learning activity. Post the learning activity in your professional portfolio in the section on movement.

Create a learning activity where students use their gross motor skills in accomplishing the learning activity. Post the learning activity in your professional portfolio in the section on movement.

View the following MyEducationLab clip:

- "Environments: Early Childhood"

As you view the clip, make mental notes on how the environment supports the motor development of infants. Share with others on the course message board.

Teaching Young Children, Chapter 12

Read the following section in *Teaching Young Children: An Introduction*:

- pages 333-351 of **[chapter 12 \("Enhancing Physical Development"\)](#)**

As you read the selection in the text, record notes regarding the importance of motor skill development. Discuss the physical, cognitive, and social implications that motor skill development is interconnected to with fellow students on the course message board.

Creative Thinking and Arts-Based Learning, Chapter 6

Read the following chapter in *Creative Thinking and Arts-Based Learning*:

- **[chapter 6 \("Inviting Children's Participation in the Dramatic Arts"\)](#)**

In your reflection journal, reflect upon how the arts foster motor skill building in young children. Discuss how the arts foster motor skill building in young children with fellow students on the course message board.

Motor-Building Activity Designs

Teachers can enhance the motor-building skills of children with carefully planned activities.

This topic addresses the following competency:

- **Competency 607.5.13: Motor Development in Early Childhood**
The graduate designs learning experiences for infants, toddlers, and young children that support appropriate motor development.



Creative Thinking and Arts-Based Learning, Chapter 8

Read the following chapter in *Creative Thinking and Arts-Based Learning*:

- [chapter 8 \("Using Creative Materials and Resources Effectively"\)](#)

In your reflection journal, reflect upon how the arts foster motor skill building in young children.

Create three different learning activities for infants, toddlers, and young children, respectively. In each learning activity, address the following with learning exercises: motor-building (e.g., control, strength, dexterity, spatial awareness, eye-hand coordination in skill building, enhancement of control). Post the learning activity in your professional portfolio in the section on movement.

Create three different learning activities for infants, toddlers, and for young children, respectively. In each learning activity, address motor skill building (e.g., control, strength, dexterity, spatial awareness, eye-hand coordination, control enhancement). Post the learning activity in your professional portfolio in the section on movement.

Videos:

View the following MyEducationLab clip:

- "Physical Activity: Early Childhood."

In your reflection journal, reflect upon what examples you noted of how the activities presented are enhancing the motor development of young children. As you view the selection, in your reflection journal, reflect upon the following questions:

- What activity can you relate to the enjoyment of the child?
- What rule or safety practice can you think of that would relate to an activity in the video?
- How would you provide feedback to a child performing a particular activity?

View the following MyEducationLab clip:

- "Physical Activity: Middle Childhood"

Reflect upon the following questions, sharing your insights on the course message board:

- What activities can you identify that encourage motor development and social skills enhancement?
- What activity would you relate to middle childhood activities and enjoyment?
- What is a safety practice or rule that would be applicable to middle childhood?
- What feedback would you provide to a child to improve on an activity?

Teaching Young Children, Chapters 4, 8, and 10

Read the following sections in *Teaching Young Children: An Introduction*:



- page 94 of [chapter 4 \("Understanding How a Child Develops and Learns"\)](#)
- pages 219-233 of [chapter 8 \("Diversity and Young Children"\)](#)
- pages 271-272 of [chapter 10 \("Planning the Physical Environment: Outdoors"\)](#)

Create a lesson plan incorporating Howard Gardner's multiple intelligences, and involve movement exercises in the activities. Post the lesson plan in your portfolio in the section on movement.

Create a lesson plan incorporating an activity for sensory experiences. Post the lesson plan in your professional portfolio in the section on movement. In your reflection journal, reflect upon the various specialties introduced and on their respective roles in the development of young children.

Create a lesson plan utilizing goal components of an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP). Post the lesson plan in your portfolio under the movement section.

Identify or create three goals that address motor objectives for an infant, for a toddler, and/or for a young child. Design an activity that would align with one or more of your goals above for an infant, a toddler, and/or a young child.

View the following MyEducationLab clip:

- "Raising a Child With Spina Bifada."

Reflect upon the roles of specialists illustrated in this video clip. Reflect upon any motor or physical development enhancement that could result from the enlisting of specialists.

Teaching Young Children, Chapter 4

Read the following section in *Teaching Young Children: An Introduction*:

- pages 103-121 of [chapter 4 \("Understanding How a Child Develops and Learns"\)](#)

Create a lesson plan addressing the different stages of development, and recommend an appropriate perceptual-motor activity that would provide support for the development of a certain motor skill or function that did not develop typically during a given stage of development. Post the lesson plan in your professional portfolio in the section on movement.

Health Objectives for Young Children

This section provides a review of the basic principles and practices related to nutrition, health, and safety for infants, toddlers, and young children. You will review safety issues related to environments in connection to curriculum planning.

Promoting Positive Health Practices

Educators, parents, and community professionals have found that being proactive in encouraging sound health and safety practices can enhance the physical, emotional, and



educational experiences of young children.

This topic addresses the following competency:

- **Competency 607.5.14: Health for Early Childhood**

The graduate designs and supports learning environments and experiences for infants, toddlers, and young children that support the development of healthy habits and lifestyles.

Nutrition, Health, and Safety for Young Children, Chapters 1 and 2

Read the following chapters in *Nutrition, Health, and Safety for Young Children*. In your reflection journal, reflect upon what an educator's contributions to this area of child development would look like.

- [chapter 1 \("The Interconnection of Nutrition, Health, and Safety"\)](#)
- [chapter 2 \("Teaching Wellness Concepts"\)](#)

What are wellness concepts? Why is it important to have well-established routines in your curriculum and environmental layout planning? Share your insights in the course message board.

Teaching Young Children, Chapter 12

Read the following section in *Teaching Young Children: An Introduction*:

- pages 351-358 of [chapter 12 \("Enhancing Physical Development"\)](#)

Conduct an interview with a family with a small child and ask how they promote healthy living in their home. Post the interview scenario in your professional portfolio in the section under health.

Promoting Nutritional Health

The nutritional habits of children are being addressed with proactive support and information provided to schools, educators, and parents.

This topic addresses the following competency:

- **Competency 607.5.14: Health for Early Childhood**

The graduate designs and supports learning environments and experiences for infants, toddlers, and young children that support the development of healthy habits and lifestyles.

Nutrition, Health, and Safety for Young Children, Chapters 3, 4, 5, 6, and 7

Read the following chapters in *Nutrition, Health, and Safety for Young Children*:

- [chapter 3 \("The Foundations of Optimal Nutrition"\)](#)
- [chapter 4 \("The Science of Nutrition"\)](#)
- [chapter 5 \("Feeding Infants"\)](#)



- [chapter 6 \("Feeding Toddlers, Preschoolers, and School-Age Children"\)](#)
- [chapter 7 \("Menu Planning"\)](#)

Create a nutritional plan for young children. Post the nutritional plan in your professional portfolio. In your reflection journal, reflect upon why reading labels on foods would be important in your nutritional planning process.

Design a menu plan for one day for infants, for toddlers, and for young children (three menu plans in all). What are important considerations you took into account when making your design? How do guidelines change among the different ages? Post your menu in your portfolio.

View the following MyEducationLab clip:

- "Mealtime: Preschoolers."

What learning opportunities did you observe in this clip?

View the following MyEducationLab clip:

- "Feeding Children, Parts 1 and 2"

Take the associated quiz. In your reflection journal, reflect upon the differences of skill building activities (e.g., self-help, social and academic skill building).

Disease and Accident Prevention

This area reviews ways to enhance children's health habits and conditions.

This topic addresses the following competency:

- **Competency 607.5.14: Health for Early Childhood**
The graduate designs and supports learning environments and experiences for infants, toddlers, and young children that support the development of healthy habits and lifestyles.

Nutrition, Health, and Safety for Young Children, Chapters 8, 11, and 14

Read the following chapters in *Nutrition, Health, and Safety for Young Children*:

- [chapter 8 \("Food Safety"\)](#)
- [chapter 11 \("Managing Infectious Disease"\)](#)
- [chapter 14 \("Ensuring Physical and Emotional Safety"\)](#)

Participate in the message board discussion with fellow students on the value of state, federal, and county safety regulations.

Make a list for a day care center of environmental safety structures. Post your list in your professional portfolio in the section on health. Include protocols for self-care, illness prevention,



avoidance of risky behaviors, and how to encourage positive decision making for parents to view. Share your list with fellow students on the course message board.

What is the disease process? Create a healthcare plan as an educator that addresses how you would incorporate strategies to promote disease prevention. Post your final product in your portfolio.

Teaching Young Children, Chapter 9

Read the following section in *Teaching Young Children: An Introduction*:

- pages 261-288 of [chapter 9 \("Planning the Physical Environment: Indoors"\)](#)

In your reflection journal, reflect upon what health and wellness concepts consist of.

Nutrition, Health, and Safety for Young Children, Chapter 10

Read the following chapter in *Nutrition, Health, and Safety for Young Children*:

- [chapter 10 \("Health Screening and Assessment"\)](#)

In your reflection journal, reflect upon why screening procedures are important for students, teachers, and the community.

Discuss with your fellow students on the course message board the screening procedures that would be important for infants, toddlers, preschoolers, and kindergarten students.

Addressing Mental and Emotional Health Issues

Educators need to be alert to and aware of the emotional and mental health issues of children.

This topic addresses the following competency:

- **Competency 607.5.14: Health for Early Childhood**
The graduate designs and supports learning environments and experiences for infants, toddlers, and young children that support the development of healthy habits and lifestyles.

Nutrition, Health, and Safety for Young Children, Chapter 13

Read the following chapter in *Nutrition, Health, and Safety for Young Children*:

- [chapter 13 \("Children's Mental Health"\)](#)

In your reflection journal, reflect upon what mental health issues means to the education of young children.

Consider strategies an educator could implement to help a student with mental health concerns.

Planning Safety in Environments

One of major goals of educators is to provide safe and secure learning environments for



students.

This topic addresses the following competency:

- **Competency 607.5.14: Health for Early Childhood**

The graduate designs and supports learning environments and experiences for infants, toddlers, and young children that support the development of healthy habits and lifestyles.

Teaching Young Children, Chapter 9

Read the following sections in *Teaching Young Children: An Introduction*:

- pages 266-267 of [chapter 9 \("Planning the Physical Environment: Indoors"\)](#)
- pages 287-298 of [chapter 10 \("Planning the Physical Environment: Outdoors"\)](#)

Create a lesson plan for an indoor activity incorporating health and safety protocols. Post your activity creation in your professional portfolio in the section on health.

Design an outdoor activity that incorporates health and safety protocols for an outdoor activity. Post your activity creation in your professional portfolio in the section on health.

Nutrition, Health, and Safety for Young Children, Chapter 15

Read the following chapter in *Nutrition, Health, and Safety for Young Children*:

- [chapter 15 \("Creating Safe Environments"\)](#)

In your reflection journal, reflect upon why the evaluation of learning materials and objects is important with regard to safety considerations.

Complete: Task 3 and 4 Performance Tasks

Complete the following tasks in [TaskStream](#):

- T & L: ECE: A,M,H,& SS App: Task 3
- T & L: ECE: A,M,H,& SS App: Task 4

For details about this performance assessment, see the "Assessment" tab in this course.

Social Science Education of Young Children

For the early childhood educator, using social science learning experiences helps children grow and develop safely and productively.

Early Childhood Cognitive Development

Children learn and develop at different rates. Learning and developmental processes can be enhanced by age-appropriate activities. Educators need to be aware of the developmental stages of children in order to provide effective learning strategies.



This topic addresses the following competency:

- **Competency 607.5.15: Social Science Learning and Instruction**

The graduate uses the concepts, tools, and structures of developmentally appropriate social science education in the design of learning experiences for young children.

Child Development and Education, Chapter 5

Read the following chapter in *Child Development and Education*:

- [chapter 5 \("Physical Development"\)](#)

In your reflection journal, reflect upon how a child's memory and learning processes start maturing.

View the following MyEducationLab clip:

- "Memory: Early Childhood"

How do children orient themselves to where they are? What is a learning experience you could design that allows children to orient themselves?

View the following MyEducationLab clip:

- "Questions to Initiate Inquiry"

Reflect upon this clip in conjunction with a review of chapter 5 in the *Child Development and Education* text. What are your observations on how children orient themselves to where they are?

Planning an Outdoor Learning Experience

Create a learning experience that would help a young child make environmental identifications such as soil, plant life, vegetation, climate, and animal life. Post the learning experience in your professional portfolio in the section on social sciences.

Video:

View the following MyEducationLab clip:

- "The Restaurant"

In your reflection journal, reflect upon this video clip and design a learning activity for young children that introduces them to the concepts of money and paying to receive services or goods.

Teaching Young Children, Chapter 6

Read the following chapter in *Teaching Young Children: An Introduction*:

- [chapter 6 \("Guiding Young Children"\)](#)



In your reflection journal, reflect upon how you could create a learning experience that could enhance a child's development of inquisitive inquiry and problem-solving techniques.

View the following MyEducationLab clips:

- "Understanding the Nature of Inquiry"
- "Supporting Inquiry in Early Childhood: Alec Learns to Use a Dropper."

What in these clips reinforces the concept of teachable moments?

Music and Movement, Chapter 7

Read the following section in *Music and Movement*:

- pages 156-157 of [chapter 7 \("Music and Movement for Kindergarten and Early Primary"\)](#)

In your reflection journal, reflect upon how you could create a learning experience that could enhance a child's development of understanding the passage of time.

Social Science Learning and Inquiry

You will learn when positive guidance can be used to encourage children to develop self-discipline and responsibility for their actions. You will also learn the importance of assessing, understanding, and enhancing their communication skills.

Encouraging Diversity Understanding in Young Children

Research shows that educators can help students appreciate and accept diversity. This can be done through classroom activities, the encouragement of social activities, and modeling. The key is to begin diversity understanding early.

This topic addresses the following competency:

- **Competency 607.5.15: Social Science Learning and Instruction**
The graduate uses the concepts, tools, and structures of developmentally appropriate social science education in the design of learning experiences for young children.

Teaching Young Children, Chapter 8

Read the following chapter in *Teaching Young Children: An Introduction*:

- [chapter 8 \("Diversity and Young Children"\)](#)

In your reflection journal, reflect upon how students can pay special attention to celebrating holidays. (See page 229 in *Teaching Young Children*.) Create an activity that explores a holiday celebrated by a different cultural group. Post the activity in your professional portfolio in the section on diversity.

Child Development and Education, Chapter 2



Read the following chapter in *Child Development and Education*:

- [chapter 2 \("Using Research to Understand Children and Adolescents"\)](#)

In your reflection journal, reflect on the positive benefits that come from addressing diversity explorations.

Music and Movement, Chapter 8

Read the following section in *Music and Movement*:

- pages 181-184 of [chapter 8 \("Music and Movement: An Interdisciplinary Approach"\)](#)

Create a musical learning activity that opens up different music contributions from other countries. Post your activity in your professional portfolio in the section on social sciences.

Building Positive Social Skills and Identity Formation

Building positive social skills is important in creating successful citizens, and this can be done by encouraging positive, social skill building early.

This topic addresses the following competency:

- **Competency 607.5.15: Social Science Learning and Instruction**

The graduate uses the concepts, tools, and structures of developmentally appropriate social science education in the design of learning experiences for young children.

Child Development and Education, Chapters 5, 8, 12, 13, 14, and 15

Read the following chapters in *Child Development and Education*:

- [chapter 5 \("Physical Development"\)](#)
- [chapter 8 \("Intelligence"\)](#)
- [chapter 12 \("Development of Self and Social Understandings"\)](#)
- [chapter 13 \("Development of Motivation and Self-Regulation"\)](#)
- [chapter 14 \("Development of Morality and Interpersonal Behaviors"\)](#)
- [chapter 15 \("Peers, Schools, and Society"\)](#)

In your reflection journal, reflect upon a play activity that would enhance the building of group social skills for age groups: 4- to 5-year-olds, 5- to 6-year-olds, and 6-year-olds and up. Discuss these age groups and how the group activity you chose for each would be suitable in building social skills with fellow students and discuss your activities on the course message board.

Design a lesson plan that would facilitate gender appreciation among young children. Post it in your portfolio under social sciences. How are positive social skills promoted in young children? Share your insights on the course message board.

View the following MyEducationLab clip:



- "Facilitating Peer Interaction"

Identify how you would encourage appropriate responses from children in their identity formation in conjunction with others.

Discuss how you, as an educator, can create cognitive enhancing skills with young children with fellow students on the message board.

In your reflection journal, reflect upon the learning opportunities you can provide that would help young children start developing positive community relationships and citizenship skills (e.g., recycling, conservation of resources, helping others). Design a lesson that pairs children of average abilities with children of different abilities. Post the lesson plan in your professional portfolio in the section on social sciences.

View the following MyEducationLab clip:

- "Bullying"

In your reflection journal, reflect upon how you would design an assessment showing how a child relates to the social science concept of bullying.

Document Excerpt: Sharing

View the following MyEducationLab document:

- "Sharing"

After reading the article, design a learning activity that illustrates democracy, sharing, and getting along cooperatively with others. Post the learning activity in your professional portfolio in the section on social sciences.

Video: "Emotional Development: Early Childhood"

View the following MyEducationLab clip:

- "Emotional Development: Early Childhood"

In your reflection journal, reflect on how you, as an educator can support young children's formation of individual identity in relationship to others.

The Important Role of the Family and Environment in Early Childhood Development

Children in families that encourage positive social skills and the enhancement of cognitive skill building are healthier and well-adjusted.

This topic addresses the following competency:

- **Competency 607.5.15: Social Science Learning and Instruction**



The graduate uses the concepts, tools, and structures of developmentally appropriate social science education in the design of learning experiences for young children.

Child Development and Education, Chapters 3 and 15

Read the following chapters in *Child Development and Education*:

- [chapter 3 \("Family, Culture, and Community"\)](#)
- [chapter 15 \("Peers, Schools, and Society"\)](#)

In your reflection journal, reflect upon what family attributes are needed to foster positive early childhood development. How do peer interactions and community involvement contribute to childhood development? Share your insights on the message board.

Nutrition, Health, and Safety for Young Children, Chapter 1

Read the following chapter in *Nutrition, Health, and Safety for Young Children*:

- [chapter 1 \("The Interconnection of Nutrition, Health, and Safety"\)](#)

As you read the selection in the text, record what factors must be addressed in order for children to thrive in their environments and meet appropriate developmental milestones.

The Role of the Educator in Early Childhood Development

Early childhood educators are at the front line when it comes to observing and enhancing the development of young children through the implementation of developmentally appropriate play and practice. Early childhood educators are able to describe the benefits of play, implement learning opportunities that value and support the efforts of young children, and connect the importance of play to benefits of high-executive functioning and self-regulation development.

This topic addresses the following competency:

- **Competency 607.5.15: Social Science Learning and Instruction**

The graduate uses the concepts, tools, and structures of developmentally appropriate social science education in the design of learning experiences for young children.

Teaching Young Children, Chapter 6

Review the following chapter in *Teaching Young Children: An Introduction*:

- [chapter 6 \("Guiding Young Children"\)](#)

In your reflection journal, reflect upon how early childhood educators can make a difference in the lives of children and the strategies that are implemented for different scenarios.

Child Development and Education, Chapters 1 and 2

Read the following chapters in *Child Development and Education*:

- [chapter 1 \("Making a Difference in the Lives of Children and Adolescents"\)](#)



- [chapter 2 \("Using Research to Understand Children and Adolescents"\)](#)

Reflect upon how research can aid educators in forming best practice approaches to activity design. Share your insights on the course message board.

Self-Help Concept Social Sciences Activity

Design a social sciences activity using the developmentally appropriate lesson plan template, for a first-grade class where children learn an important self-help concept. Include your plan for assessment in the lesson plan. Utilize the following points to guide your assessment design to determine how you would assess a child's learning:

- individualize the learning activity to meet the student's developmental level
- keep a record on each child's progress during the learning activities to monitor growth and what levels need more or less intense lesson delivery
- engage students in looking at their growth and planning
- capitalize on students' strengths
- engage more resources and learning opportunities to address students' weaknesses

Post the activity in your professional portfolio in the section on social sciences.

Complete: Task 5 Performance Task

Complete the following task in TaskStream:

- T & L: ECE: A,M,H,& SS App: Task 5

For details about this performance assessment, see the "Assessment" tab in this course.

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete the assessment, schedule and complete your assessment now.

The WGU Library

The WGU Library

The [WGU Library](#) is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on [The WGU Channel](#):

Introducing the WGU library

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).



Searching the WGU library

Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Center for Writing Excellence: The WGU Writing Center

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- [Course Feedback](#)

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Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). The Office of Student Accessibility Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU's Accessibility policy and process can be viewed in the student handbook at the following link:

- [Policies and Procedures for Students with Disabilities](#)