

Unit 4 Assignment: Family Case Study

Due Date: 11:59 pm EST Sunday of Unit 4

Points: 25

Overview

For this assignment, you will analyze a family case study that focuses on a 4-year-old boy from China who does not speak English and behaves developmentally more like a 2-year-old. After learning about the relationships between the child, his parents, grandparents and teachers, you will reflect on the issues, the child's abilities and needs, challenges for the family, and the teacher's ethical conduct and strategies. You will make explicit connections to theory, early childhood professional standards for building family and community relationships, protective factors for families and children and/or other course resources.

Instructions

Step 1: Carefully review the unit Readings and Resources and the case study materials paying special attention to the concept of "good ideas" to support the child and his family.

Step 2: Write a 1-2 page paper that addresses the following areas:

- In your own words, summarize the key issues concerning the child and family and the strategies used by the teacher.
- Connect the strategies used by the teacher to at least two (2) of the following ECE resources:
 - 1) one ideal or principle from the NAEYC Code of Ethics.
 - 2) one key element from the NAEYC Early Childhood Professional Preparation Standard 2: Building Family and Community Relationships
 - a. Key Elements
 - 2a. Knowing about and understanding diverse family and community characteristics.
 - 2b. Supporting and engaging families and communities through respectful, reciprocal relationships.
 - 2c. Involving families and communities in young children's development and learning.

- 3) one theory (Bronfenbrenner's Bioecological theory, Vygotsky's sociocultural theory, or family systems theory).
- 4) one Strengthening Families Protective Factor, and/or
- 5) a Help Me Grow System core component.
- Write the complete title of each resource (ethical ideal or principle, standard key element, theory, protective factor, and/or Help Me Grow component) that you connect to the teacher strategies.
- Use key terms (e.g., ideals, principles, and ethical responsibility) that demonstrate your comprehension of ECE concepts and terminology.

Requirements

- Submit a Word document in APA 7 format (with Title Page and Reference Page).
- Minimum one to two (1-2) pages in length, excluding Title and Reference pages.

Be sure to read the criteria below by which your work will be evaluated before you write and again after you write.

Evaluation Rubric for Unit 4 Assignment

Criteria	Exemplary	Proficient	Needs Improvement	Deficient
	7 Points	6 Points	4 – 5 Points	0 – 3 Points
Summarizes issues concerning case study family and child and the strategies used by the teacher 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.	Using own words, explicitly describes the issues concerning the child and family and the strategies used by the teacher.	Using own words, substantively describes the key issues concerning the child and family and the strategies used by the teacher.	Using mostly own words, clearly describes the key issues concerning the child and family and the strategies used by the teacher.	Vague or significantly incomplete description of the key issues concerning the child and family and the strategies used by the teacher. Relies primarily on lengthy quotes from the case.
	9 Points	7 – 8 Points	5 – 6 Points	0 – 5 Points
Supporting ECE	Using complete titles, key terms	Using mostly complete titles,	Using partial titles, limited key	Missing titles and key terms

Resources, ECE Concepts and Terminology 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines	and explicit details, identifies two supporting ECE resources from given list. Explains how each connects to the strategies used by the teacher. Substantial and appropriate utilization of ECE concepts and terminology conveys excellent comprehension of ECE professionalism.	some key terms and thorough details, identifies two supporting ECE resources from given list. Explains how each connects to the strategies used by the teacher. Thorough and appropriate utilization of ECE concepts and terminology conveys strong comprehension of ECE professionalism.	terms and/or clear details, identifies supporting ECE resources from given list. Explains connection to the strategies used by the teacher. Minimal utilization of ECE concepts and terminology conveys limited comprehension of ECE professionalism.	and/or vaguely written identification of supporting ECE resources. Fails to explain connection to the strategies used by the teacher. Little to no use of ECE concepts and terminology conveys comprehension of ECE professionalism may be lacking.
	3 Points	2 Points	1 Points	0 Points
Grammar, Spelling, Sentence Structure Standard SS3 Student is proficient in reading and writing.	Grammar, spelling and sentence structure of discussions are highly polished; no grammar or spelling errors.	Grammar, spelling and sentence structure of discussions are good. Maximum of one grammar or spelling error.	Grammar, spelling and sentence structure of discussions are adequate. Maximum of two grammar and/or spelling errors.	Grammar, spelling and sentence structure of discussions are inadequate. There are three or more errors.
	3 Points	2 Points	1 Points	0 Points
Presentation Length	Fully meets minimum length requirement.	Mostly meets minimum length requirement.	Somewhat meets minimum length requirement.	Significantly missed minimum length requirement.
	3 Points	2 Points	1 Points	0 Points
APA Format including APA Title and Reference Pages	APA compliant.	Few errors in APA.	Significant errors in APA.	APA not followed.