

ED 3309- EC-6
Early Childhood: The Young Child
Fall 2018
Monday & Wednesday 2:00-3:15

Office: MAB 309-G

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Office Hours: M/W 9:00 a.m. - 12:00 noon

T/TR 8:30 a.m.-10:30 a.m.

Course Description:

This course addresses early childhood from infancy through fourth grade. Various early childhood settings and programs are described from their inception to present educational application. Developmentally appropriate practice is presented as it affects both the student and the teacher in the educational setting. Students will be presented with the role of the early childhood teacher and the importance of life-long learning as it pertains to early childhood methods and classroom management in schools.

Course Objectives

Students will read, reflect on, examine, analyze, and evaluate a variety of resources relating to the *Course Standards* listed below.

Course Standards:

Standard I: *Oral Language:* The teacher understands the importance of oral language, knows the developmental processes of oral language and provides the students with varied opportunities to develop listening and speaking skills.

Standard II: *Phonological and Phonemic Awareness:* The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

Standard III: *Alphabetic Principle:* The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

Standard IV: *Literacy Development:* The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.

Standard V: *Word Analysis and Identification Skills:* The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

Standard VI: *Fluency Reading:* The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Standard VII: *Reading Comprehension and Applications:* The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Standard X: *Written Communication*: The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Standard XII: *Assessment of Developing Literacy*: The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

Student Learning Outcomes (SLOs):

The students will be able to:

- Write one lesson plan that is developmentally appropriate for students in Pre-K-Kindergarten.
- Write one lesson plan that is developmentally appropriate for students in 1st-4th grades.
- Create a positive classroom environment.
- Teach developmentally appropriate and differentiated lessons.
- Adhere to the legal and ethical requirements for teachers.

Required Text:

Morrison, G. S. (2018). *Early childhood education today (14th Ed.)*. Pearson
ISBN-13: 9780134488424 (This book is digital and required for the course).

Field Experience Requirements PRIOR to Observations:

- DPS Computerized Criminal History (CCH) Verification

Prior to beginning your field experience in an area school and SRSU, you are required to have a computerized criminal history background check. Please complete a DPS form in class and return it to me. There will be more information about this form during the first few class meetings.

VIPS Program Application (Alpine Students)

Prior to beginning your Field Experience Observations, you may be required to submit a volunteer application with the school district. There will be more information concerning this requirement during class.

-Program Application Requirements (Midland College Students)

Prior to beginning your Field Experience Observations at your Public School of choice, you are required to contact the principal to discuss the protocol and procedures to be able to complete fieldwork requirements for this course. Your volunteer principal must send me an email, which verifies that you have permission to conduct fieldwork at their school/district.

Texas Administrative Code

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU.

Texas Administrative Code

TITLE 19

EDUCATION

PART 7

STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 228

REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

RULE §228.30

Educator Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator: preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
 - (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
 - (3) child development;
 - (4) motivation;
 - (5) learning theories;
 - (6) TEKS organization, structure, and skills;
 - (7) TEKS in the content areas;
 - (8) state assessment of students;
 - (9) curriculum development and lesson planning;
 - (10) classroom assessment for instruction/diagnosing learning needs;
 - (11) classroom management/developing a positive learning environment;
 - (12) special populations;
 - (13) parent conferences/communication skills;
 - (14) instructional technology;
 - (15) pedagogy/instructional strategies;
 - (16) differentiated instruction; and
 - (17) certification test preparation.
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Source Note: The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016

Course Format: A variety of approaches will be included in the course, which include discussion, small group, media uploads/presentation, student presentation, lecture, and observation.

COURSE CONTENT AND ASSIGNMENTS

NOTE: You must check your Blackboard account at least once a day. It is your responsibility to keep up with announcements, updates, and emails for the course. This is a consistent way to be successful.

Attendance and Participation are REQUIRED. 89 POINTS

Introductory Assignment: 15 points

You will post a bio of yourself on the Blackboard (approximately 300 words) by **5 September**. Details for this assignment will be discussed in class on **Wednesday, 29 Aug.**

Online Chapter Quizzes: 431 POINTS

You will complete twelve (12) online chapter quizzes on Pearson Revel/Blackboard. Each quiz will have 14 to 24 multiple-choice questions worth two (2) points each. You are responsible for reading the chapters, other readings, and taking the quizzes online.

Chapters Due Date All Quizzes are due Sunday by 11:59 p.m.

Chapter 1	Due: 9 September	18 Questions (36 points)
Chapter 2	Due: 16 September	19 Questions (38 points)
Chapter 16	Due: 23 September	19 Questions (38 points)
Chapter 3	Due: 30 September	18 Questions (36 points)
Chapter 5	Due: 7 October	24 Questions (48 points)
Chapters 14	Due: 14 October	19 Questions (38 points)
Chapter 6	Due: 21 October	12 Questions (44 points)
(Midterm over chapters 1,2,3,5,6,14,16,)		

Chapter 10	Due: 4 November	19 Questions (38 points)
Chapter 11	Due: 11 November	20 Questions (40 points)
Chapter 12	Due: 18 November	18 Questions (36 points)
Chapter 13	Due: 25 November	19 Questions (38 points)
Chapter 17	Due: 2 December	16 Questions (16 points)

No quiz will be available after midnight on its due date.

You will have one attempt and the quiz is interactive based on your chapter section readings.

Inclusion Reflective Essay: 45 POINTS

You will read and reflect on two articles under the topic of "Inclusion" in early childhood education. It will be your responsibility to locate and research the two articles using the SRSU library database. You will follow the rubric to write your reflective 750-word essay on inclusion. **Due: 1 October on BB by midnight.** Directions for the Inclusion Reflective essay will be discussed in class. Inclusion Video: Drew (Also found in Chapter 2).

Mid-term 75 POINTS

You will read the required class text written for teachers of young children on the topic of "Early Childhood Education". Read chapters 1, 2, 3, 5, 6, 14, 16, reflect on the concepts and strategies in the book, and determine how you will use them in your classroom. Your mid-term will be completed on Blackboard. **Due: 24 October**
More information will be given about this exam prior to the exam date.

Child Observation Record (COR) 20 POINTS; Due: Oct. 1 on BB by midnight.

- Use Chapter 3 to create your authentic (personalized) COR (Child Observation Record Form)
- Do not replicate your classmate(s).

Child Observation Records Pre-K-4 (6 forms @ 10 pts. ea.) and Essay (75 POINTS)

Each student will

- Conduct an observation of **TWO (2)** children in the **same grade** level (PreK-4)-public school-NO CHILDCARE
- Observe two (2) individual children for three (3) sessions of one (1) hour each over a 3-week period. Total observation hours should equal six (6). You can observe more than six hours if you want to.
- Complete three (3) observation note forms for each child
(One form for each observation for each child: 3X2=6 forms.)
- Create a Child Observation Record (COR) and Complete the Child Observation Record (COR).
- Write a 1,500 word reflective essay based on your observations and CORs. (75 pts.)
- Your Field Experience Log MUST have the teacher's initials for weeks 6-11. (Points will be deducted for students who do not follow the observation guidelines).

Observations (CORs) and your reflective essay are due on **28 November on BB by midnight. You must observe in a public school. NOTE: It is your responsibility to make appropriate arrangements to scan your CORs and submit them electronically on Blackboard. Utilize the library media center for help.**

Utilize Chapter 3 as a guide for establishing the purpose of an EFFECTIVE COR form. As a teacher, you use sources that are most useful to you in helping your students.

No extensions will be given to complete the COR assignment because you did not find a child to observe before the due date. The Child Observation Records and 1,500-word essay are worth 155 points total.

Develop Two Literacy Lesson Plans: 50 POINTS total

There are **two** lesson plan assignments that you complete individually using the SRSU Lesson Plan Model (template found under *Assignment Documents* link in Blackboard). Additional lesson plan ideas and information on the SE Model is located in Chapter 11 of the textbook. Integrate another CORE (science, math, social studies) subject. You will individually complete lesson plans for each of the following:

- Lesson Plan 1: Pre-K or Kindergarten-**Due 12 November on BB by midnight. (25 pts.)**
- Lesson Plan 2: Primary Grades (Choice of grade 1, 2, 3, or 4)-**Due 19 November on BB by midnight. (25 pts.)**
- Each lesson plan will require an **anchor or visual aid**.
- Select a developmentally appropriate children's literature book to create your lesson plans.
- You are to designate specific comprehension and vocabulary strategies used to teach your selected literature book.
- The strategies should be found in your lesson plan.

Model Children's Literature Book/ Lesson Presentation: 50 POINTS

This presentation will take approximately 15 to 20 minutes. You are to designate specific comprehension and vocabulary strategies used to teach your selected literature book. The strategies should be found in your lesson plan. **You are to model one of the 5Es in your lesson.** The audience should be able to clearly understand the strategy or strategies taught in the lesson. Class presentation dates will be **12 November and 19 November** (Presentation dates will be assigned by the instructor). Remember, flexibility is a critical teacher skill.

Final Exam: 75 POINTS

More information will be provided prior to the exam.

Late Assignments: It is anticipated that all of your work will be turned in on time; please review the syllabus for assignment due dates and scheduled time slots for quizzes. If an emergency arises, please contact me via email or during my office hours. Only students who provide doctor's notes regarding a personal illness will be excused and given a revised due date on missed assignments. If you are an athlete, arrange plans/assignments prior to your absence.

ASSIGNMENT SCHEDULE

Attendance/Participation	89 POINTS	On going... Daily Class Activities/Discussion/Attendance
Introductory Assignment	15 POINTS	
Online Chapter Quizzes:	431 POINTS	
Inclusion Reflective Essay:	60 POINTS	
COR Student Created Form	20 POINTS	
Mid-term	75 POINTS	
COR Forms/Essay	135 POINTS	
Lesson Plan 1	25 POINTS	
Lesson Plan 2	25 POINTS	
Lesson Presentations	50 POINTS	
Lesson Presentations cont.		
Final	75 POINTS	(Due per Finals Schedule)

Standard grading scale:

- A= 900 - 1000 POINTS- Exceeds expectation
- B = 800 - 899 POINTS- Proficient
- C = 700 - 799 POINTS- Acceptable
- D = 600 - 699 POINTS- Emerging
- F = less than 600- Unacceptable

Submission of assignments:

Use the following pattern for saving and labeling assignments -- send assignments as attachments.

Submit assignments as a Word document. Your first initial, full last name, course number, and assignment title:

Example: drodriguezED3309-Introductory Assignment

Rubrics

Rubrics are provided for many of the assignments completed in this course. While these can help guide you toward successfully completing each assignment, *it is not enough* to read the rubrics and ignore the assignment descriptions. Reading **both** the criteria listed in the rubrics and the details provided in the assignment descriptions and bringing questions to class *prior* to the due dates will best prepare you for successful completion of this course.

Use the rubrics for your benefit - get accustomed to using them and they will guide you toward completing more effective assignments.

Class Assignments Rubric:

- "A" Demonstrates the **highest level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor's expectations. Consistently and often, contribute constructive comments and questions that expand and enrich the assignment. Assignments must be of highest scholarly level.
- "B" Demonstrates a **proficient level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor's expectations. Occasionally contribute constructive comments and questions that expand and enrich the assignment. Submitted assignment must be at a proficient level.
- "C" Demonstrates a **basic/average level** of class attention, responsibility, participation, preparation, and professionalism as judged by the instructor" expectations. Rarely contribute constructive comments and questions that expand and enrich the assignment. Submitted assignment(s) are at an average level.
- "D" Demonstrates an **inadequate level** of class attention, responsibility, participation, preparation and professionalism as judged by the instructor's expectations. Submitted assignment(s) are at an inadequate level.

Academic Integrity: All work submitted for a grade in this course must be **your original effort**.

The work cannot be copied from:

- Materials purchased or copied from a pre-made kit,
- A lesson plan, activities or worksheets downloaded from the Internet (in part or in whole),
- Another individual's work (to include but not be limited to a current or former student, current or former classroom teacher)
- Your own work completed for another class
- Any other copyrighted materials.

If you use any of the materials listed above as a source (or inspiration) for your work, you must give credit to that individual using APA format.

Attendance Requirements: Regular class attendance is important for the attainment of the educational objectives of the University. Students enrolled in ED 3309 are expected to be on time and in class each class period. Do NOT be Tardy! Attendance is a major requirement in the field of professional education. In addition, students who are absent must take the initiative to contact me at drodriguez5@sulross.edu and briefly state why you are missing class and how you intend to make up the information missed. The instructor will drop a student from the course when the student has six absences in this course. Remember, each class counts as 1.5 class days.

Class Etiquette:

Cell phones must be turned off or on silent.

Refrain from text messaging in class.

Children are not allowed to attend class.

Do not bring food to class.

It is up to you to obtain missed notes, handouts, etc. **from a peer.**

Written Assignments:

- All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect. Begin that practice now!
- There will be no pre-grading of assignments, as this gives some students an unfair advantage. All assignments will be graded and returned at the same time.
- All assignments are to be turned in on the due date. Since most assignments will require you to submit via Blackboard, you will have until midnight of the same day to submit. No assignments will be accepted after the due date. Technology problems are **NOT** acceptable reasons for an assignment to be late! Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, Blackboard, etc.
- **No assignments or parts of assignments will be accepted via email.** ALL assignments should be submitted through Blackboard, unless the instructor has indicated that the assignment should be brought to class.
- Please make a copy of everything you turn in to me. In the highly unlikely event that an assignment is lost or misplaced, the burden of proof rests with you.
- All assignments must be typed. No handwritten assignments will be accepted, unless noted.
Times New Roman/ 12 pt. font/ I-inch margins/ double spaced/APA format, unless otherwise noted. ALWAYS submit your assignments using the assignment guidelines.

NOTE: If you find yourself having technical difficulties contact Technical Support.

If you find yourself having content difficulties, please do not hesitate to contact me.

SRSU DISABILITIES SERVICES

Sul Ross is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact Mary Schwartze, M. Ed.; L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is PO Box C-122, Sul Ross State University, Alpine, TX 79832. The telephone number is 432-837-8691 or email: mschwartze@sulross.edu.

ATTENDANCE POLICY

Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to "explained and excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

TOBACCO POLICY

Smoking is not permitted on the SRSU campus.

ELECTRONIC EQUIPMENT POLICY

Use of cell phones, pagers, or any electronic device is prohibited during class time. There are EMERGENCY exceptions. See your instructor.

DISTANCE EDUCATION STATEMENT

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Instructor.*

COURSE CONTENT AND ASSIGNMENTS

(This is subject to change. See pages 4 & 5 of syllabus for due dates.)

<p>Week 1 Mon./ Aug. 27</p>	<ul style="list-style-type: none"> ● Introduction to the course/brief introduction to syllabus. ● You must read the syllabus. ● Always bring your laptops. ● Do you agree or disagree with this statement: "Anyone can teach young children".
<p>Wed./ Aug. 29</p>	<ul style="list-style-type: none"> ● Discuss Introductory Assignment. ● Discuss textbook details. ● Due Sunday: Introductory Assignment <p>Chapter 1: You and Early Childhood Education. What Does It Mean to Be a Professional?</p> <p>The field of early childhood education has changed rapidly in the last ten years as scientific knowledge about young children has highlighted the impact of high quality early childhood education on children. Students preparing to be early childhood professionals are guided by professional standards, developmentally appropriate best practices and a Code of Ethics in chapter one.</p> <p>Learning Outcomes: Guiding Questions thoughts for Class Discussions/Activities:</p> <ol style="list-style-type: none"> 1) Explain who an early childhood professional is and how the profession is changing. 2) Identify the key factors teachers should consider and reflect on to support children's learning and build respectful relationships with families. 3) Identify the types of knowledge and professional development teachers need to plan and build meaningful learning experiences. 4) Explain how to apply developmentally and culturally appropriate learning to your professional practice. 5) Describe how you can prepare a career in early childhood education. 6) Explain what a philosophy of education is and how you can develop your philosophy and apply it in your professional practice. <p>Explain your understanding of what roles are expected of you as an inclusive early childhood professional.</p> <ul style="list-style-type: none"> ● Class Activity: You will be assigned a group and a guiding question to present to the class today. You must upload your artifact for this activity as a group on Bb during class.
<p>Week2 Mon./ Sept. 3</p> <p>Chapter 1 Quiz Due Sept. 10 Pearson Revel</p>	<ul style="list-style-type: none"> ● Labor Day Holiday ● No Class
<p>Wed./ Sept. 5</p>	<p>Chapter I Continued...</p>

	<ul style="list-style-type: none"> • What being a professional means... • Class Activity: Read Aloud: <i>Mr. Lincoln's Way</i> by Patricia Polacco • Focus/Purpose Question(s): • Discuss ways in which Mr. Lincoln showed himself to be a professional. • This story is a good reminder to each teacher and administrator of the importance of each child in their care. All it takes is one person to make or break a child's spirit, life and dreams. You can be that positive factor in every child's life by making a personal connection with every child. • Class Activity: Teacher Dispositions & Attributes (Professional Standards) • Class Activity: Rank order the nine new roles for early childhood professionals.
<p>Week3 Mon. Sept. 10</p> <p>Chapter 2 Quiz Due Sept.17</p>	<p>Chapter 2: Current Issues: Implications for Teaching and Learning (Contemporary Influences on Children and Families)</p> <p>Public Policy and current issues are major influences on early childhood education from funding to teacher qualifications to standards to the definition of high quality programs. Early childhood professionals must understand the implications of public policy on their careers.</p> <p>Learning Outcomes: Guiding Questions/thoughts for Class Discussions/Activities:</p> <ul style="list-style-type: none"> • List current public and educational issues in early childhood relating to equity, equality and achievement. • Explain how family challenges affect childhood outcomes. • Identify the issue for young children related to wellness and healthy living. • Explain how you can prevent violence, bullying, racism and abuse. • Identify ways you can provide cultural diversity. • Explain how you can accommodate diverse learners in your classroom. • List hot topics in early childhood education and explain what they mean to you and your teaching. <ul style="list-style-type: none"> • Class Activity 1: Reflective Online Journal: Reflect and Apply 2.1: Achievement Gaps (Found in Chapter 2) • Watch the video to see how two teachers respond to children's illness. Reflect on which teacher responds most appropriately. • Critically think about how their solution is meeting the needs of the child, family and/or overall classroom environment. • Post your group's journal on Bb. Share. <ul style="list-style-type: none"> • Class Activity 2: Our Ideal Family (Instructions will be provided). <ul style="list-style-type: none"> • Class Activity 3: <u>Sir Kenneth Robinson: Changing Education Paradigms</u> (Video) (Chapter 2 Video Note 2.4) • View the video and come up with two questions. • Do you recommend this site to other teachers? Explain your answer. Provide evidence for you position using the text or another source. • Post on Bb.

<p>Wed. Sept. 12</p> <p>Come to class. Complete Activity 4 OR 5 Your choice.</p>	<ul style="list-style-type: none"> ● Class Activity 4: Public Policy (Instructions in Bb). ● Class Activity 5: Reflective Presentation with Artifact: (Ch. 2. Section 7) ● One of the Hot Topics identified in this chapter is the politicization of early childhood education. You learned from this section in the textbook that universal prekindergarten, children coming to school ready to learn and to assist all children in reading on grade level at the end of third grade are contemporary examples of public policy for early childhood education. Using the internet, research President Trump's stand on early childhood education. Have early childhood programs received additional funding during his term in office? Share your findings on Blackboard and include your opinion regarding increases and expansions of early care and education programs.
<p>Week4 Mon. Sept. 17</p> <p>Chapter 16 Quiz Due Sept. 24</p> <p>Inclusion Reflective Essay (See earlier schedule for due date.)</p>	<p>Chapter 16: Children with Diverse Needs</p> <p>Children with special needs can be found in every classroom and there is a variety of exceptionalities. Early childhood professionals must have knowledge and skills to teach <i>all</i> children and to advocate for meeting the child's needs.</p> <p>Learning Outcomes: Guiding Questions/Thoughts for Class Discussions/Activities:</p> <ol style="list-style-type: none"> 1) Define the characteristics and the educational requirements of children with diverse needs. 2) Identify key strategies for teaching children with diverse needs. 3) Describe the characteristics and teaching implications for children with autism. 4) Describe the characteristics and teaching implications for children with ADHD. 5) Describe how you can support gifted and talented students. 6) Explain how to identify children who are abused and neglected and determine what you can do to help them. 7) Explain how you can help children who are homeless receive a quality education. 8) Explain how you can use social stories to accommodate children's needs. <ul style="list-style-type: none"> ● Class Activity 1: You will be assigned one partner and one learning outcome. ● Pay attention to the verb(s) in your assigned learning outcome. ● Create an artifact. ● Present your findings to the class. ● Upload your artifact to "Blackboard Classwork Share" Week 4
<p>Wed. Sept. 19</p>	<ul style="list-style-type: none"> ● Today we will go over questions and Inclusion Essay Directions ● Research two articles on Inclusion. ● Also, use the learning outcomes in Ch. 16 to help you synthesize and write a Reflection on Inclusion: 750 words.
<p>Week5 Mon. Sept. 24</p>	<p>Chapter 3: Observation and Assessment for Teaching and Learning (Effective Teaching through Appropriate Evaluation)</p>

<p>Chapter 3 Quiz Due Oct. 1</p>	<p>Early childhood professionals need to understand the importance and use of appropriate assessment as a key component for planning instruction. This chapter explains the purpose and value of evaluation and outlines several strategies used to assess young children's knowledge and skills.</p> <p>Learning Outcomes: Guiding Questions/thoughts for Class Discussions/Activities:</p> <ol style="list-style-type: none"> 1) Explain what assessment is and the purpose of assessment. 2) Describe examples of developmentally appropriate assessment. 3) List examples of how teachers can support learning through assessment. 4) Describe the importance of observation to the early childhood professional. 5) List some major ways to assess children's school readiness and learning. 6) Explain some critical issues concerning assessment. 7) List some issues and provide examples of how to accommodate diverse learners. <ul style="list-style-type: none"> • Class Activity 1: You will be assigned one partner and one learning outcome. • Pay attention to the verb(s) in your assigned learning outcome. • Create an artifact. • Present your findings to the class. • Upload your artifact to "Blackboard Classwork Share" Week 5
<p>Wed. Sept. 26 COR (self-made) (See due dates in previous section.)</p> <p>CORForms & COREssay (See due dates in previous section.)</p>	<ul style="list-style-type: none"> • Begin researching Evaluation Tools (CORs) Online • Class Activity 2: Start creating your COR. • Examples of CORs provided in Bb. • Always bring your laptops.
<p>Week 6 Mon. Oct. 1</p> <p>Chapter 5 Quiz Due Oct. 8</p> <p>Observe One Hour this week.</p>	<p>Chapter 5: Theories Applied to Teaching and Learning (Foundations for Practice)</p> <p>Learning Outcomes: Guiding Questions/thoughts for Class Discussions/Activities:</p> <ol style="list-style-type: none"> 1) Explain Piaget's theory of cognitive development and how you can apply it. 2) Describe Vygotsky's sociocultural theory and how you can apply it. 3) Explain how Gardner's theory of multiple intelligences contributes to early childhood education. 4) Explain behaviorism and how to apply it in your teaching. 5) Describe Erikson's stages of psychosocial development and their implications for teaching. 6) Explain Maslow's theory of self-actualization/human motivation and how you can apply it in your teaching. 7) Explain Bronfenbrenner's ecological theory of human development and how environments influence children's learning. <ul style="list-style-type: none"> • Class Activity 1: You will be assigned one partner and one learning outcome. • Pay attention to the verb(s) in your assigned learning outcome. • Create an artifact. • Present your findings to the class.

	<ul style="list-style-type: none"> ● Upload your artifact to "Blackboard Classwork Share" Week 6
Wed. Oct. 3	<ul style="list-style-type: none"> ● Class Activity 2: Now that you have defined, brainstormed and learned about theories and why they are important, how will the theories guide your classroom in the areas of communication? Evaluation? Guidance? ● More details about this activity on Bb.
Week7 Mon. Oct. 8 Chapter 14 Quiz Due Oct. 15 Observe One Hour this week.	<p>Chapter 14: Guiding Children (Helping Children Become Responsible)</p> <p>Young children's ability to control their emotional and cognitive impulses is a strong indicator of academic and life success. Effective early childhood professionals understand their role in supporting children's development of these functions and skills.</p> <p>Learning Outcomes: Guiding Questions/Thoughts for Class Discussions/Activities:</p> <ol style="list-style-type: none"> 1) Define behavior guidance. 2) Determine what it means to guide behavior in a community of learners. 3) Identify the social constructivist approach to guiding behavior. 4) Identify and apply how to guide behavior: Steps one through five. 5) Identify and apply how to guide behavior: Steps six through ten. 6) Determine how you can guide children with disabilities using reinforcement strategies. <ul style="list-style-type: none"> ● Class Activity 1: You will be assigned one partner and one learning outcome. ● Pay attention to the verb(s) in your assigned learning outcome. ● Create an artifact. ● Present your findings to the class. ● Upload your artifact to "Blackboard Classwork Share" Week 7
Wed. Oct. 10	<p>Class Activity 2:</p> <ul style="list-style-type: none"> ● Think about the Piaget's and Vygotsky's theories which support a social constructivist approach to learning and behavior. ● Explain the beliefs of each theorist in terms of learning behavior. ● Do you believe the two go hand in hand or do you believe they are to separate entities? ● Discuss the adult's role in guiding the child's behavior in the early childhood classroom. ● Discuss the importance of developing self-regulation to the child's success both in school and out. ● Create an artifact. Your artifact can be written then scanned, a PPT, Video Presentation, Anchor Chart, Graphic Organizer, Concept Map etc.... ● Upload your artifact to Blackboard Classwork Share.
Week8 Mon. Oct. 15	<p>Chapter 6: Early Childhood Programs (Applying Theories to Practice)</p> <p>Learning Outcomes: Guiding Questions/Thoughts for Class Discussions/Activities:</p>

<p>Chapter 6 Quiz Due Oct. 22</p> <p>Observe one hour this week.</p>	<ul style="list-style-type: none"> • This week the reading of chapter 6 does not coincide with the class activities. • This week SE lesson planning will be discussed. • Lesson Plan Components will be explored today. <p>You are still required to read chapter 6 and complete the quiz by Sunday.</p>
<p>Wed. Oct. 17</p>	<ul style="list-style-type: none"> • Class Activity: • Review the steps in the SE model. • Look at SE model lessons. • Practice writing a SE model lesson with an assigned partner. • Consider the following: • Why is it important for children to learn about scientific concepts while they are young? • How does the SE model incorporate opportunities for young children to learn about science through first-hand authentic objects and real experiences? • Which steps incorporate opportunities for integration of science in other areas?
<p>Week9 Mon. Oct. 22</p> <p>Observe one hour this week.</p>	<ul style="list-style-type: none"> • Midterm Review
<p>Wed. Oct. 24</p>	<ul style="list-style-type: none"> • Midterm Exam / More will be discussed in class.
<p>Week 10 Mon. Oct.29</p> <p>Chapter 10 Quiz Due Nov. 5</p> <p>Lesson Plan 1 (See previous section for due dates.)</p> <p>Observe one hour this week.</p>	<p>Chapter 10: The Preschool Years (Readiness for School and Life)</p> <p>Preschool programs for children 3 - 5 years have been in the spotlight recently as more research becomes available to show the impact of high quality programs. Children attend preschool for a variety of reasons and early childhood educators must be equipped to foster growth and development in all areas.</p> <ul style="list-style-type: none"> • This week the reading of chapter 10 does not coincide with the class activities. • Today we will complete our instruction on Lesson Plans and begin writing a Peer Practice Lesson Plan with all the components using the SE process. <p>You are still responsible for reading Chapter 10 and completing the quiz by Sunday.</p>
<p>Wed. Oct. 31</p> <p>Lesson Plan 2 (See previous sec)</p>	<ul style="list-style-type: none"> • Classwork Activity: Complete your Peer Lesson Plan by the end of class. • Upload your Practice Lesson Plan to Blackboard Classwork Share.
<p>Week 11 Mon. Nov. 5</p> <p>Chapter 11 Quiz Due Nov. 12</p>	<p>Chapter 11: Kindergarten Education (Learning All You Need to Know)</p> <p>Contemporary kindergarten programs have shifted the focus from children's social and emotional development. There is now more focus on intellectual and literacy skills. Kindergarten teachers must be proficient at making children's transition successful and promote a joy for learning.</p>

<p>Lesson Plan 2 (See previous section.)</p> <p>Observe one hour this week.</p>	<p>Learning Outcomes: Guiding Questions/thoughts for Class Discussions/Activities:</p> <ol style="list-style-type: none"> 1) Explain what kindergarten is like today. 2) Describe high-quality environments for kindergarten children. 3) Identify the physical, social-emotional and cognitive characteristics of kindergartners. 4) Explain what the kindergarten literacy and reading curriculum is like. 5) List ways in which you can accommodate diverse kindergarten learners. <ul style="list-style-type: none"> • Class Activity 1: You will be assigned one partner and one learning outcome. • Pay attention to the verb(s) in your assigned learning outcome. • Create an artifact. • Present your findings to the class. • Upload your artifact to "Blackboard Classwork Share" Week 11
<p>Wed. Nov. 7</p>	<p>Class Activity 2: Work on Lesson Plan 2 (Due Sunday)</p>
<p>Week 12 Mon. Nov. 12</p> <p>Chapter 12 Quiz Due Nov. 19</p> <p>Observations should be complete!</p> <p>CORForms (See previous section.)</p>	<p>Chapter 12: The Primary Grades</p> <p>Early childhood education encompasses the primary grades through third grade. The primary grades are now characterized by more emphasis on literacy and STEM content, accountability and integrated curriculum. Teachers in the primary grades must know and understand effective teaching strategies to provide a supportive curriculum.</p> <p>Learning Outcomes: Guiding Questions/thoughts for Class Discussions/Activities:</p> <ol style="list-style-type: none"> 1) Explain how teaching in grades one to three is changing. 2) Explain the physical, motor, social, emotional, cognitive and moral development characteristics of children in grades one to three. 3) Examine environments that support learning in grades one to three. 4) Explain the instructional processes and teaching practices used in the primary grades. 5) Identify and analyze the content areas of literacy and reading in the primary grades curriculum. 6) Identify and analyze the content areas of math, science, social studies and the arts in the primary grades curriculum. 7) Identify and analyze contemporary topics in the primary grades curriculum. (STEM) 8) Describe how you can modify your classroom to accommodate children's learning needs. <ul style="list-style-type: none"> • Class Activity 1: You will be assigned one partner and one learning outcome. • Pay attention to the verb(s) in your assigned learning outcome. • Create an artifact. • Present your findings to the class. • Upload your artifact to "Blackboard Classwork Share" Week 12
<p>Wed. Nov. 14</p>	<p>Today we will have Lesson Plan Presentations. Be ready.</p>
<p>Week 13 Mon. Nov. 19</p> <p>Chapter 13 Quiz Due Nov. 26</p>	<p>Chapter 13: Technology and Young Children</p> <ol style="list-style-type: none"> 1) Describe what the children of the Net generation are like. 2) Identify how technology is used with children with special needs.

<p>CORForms& Essay (See previous section.)</p>	<p>3) Describe how you can integrate technology in your early childhood program. 4) Explain what parents and you can do to support children's use of technology. 5) List the ways you can use technology to accommodate diverse learners with technology.</p> <p>You are responsible for this chapter independently. Continue with Lesson Plan Presentations. Be Ready.</p>
<p>Wed. Nov. 21</p>	<p>NO Class. Thanksgiving Break.</p>
<p>Week 14 Mon. Nov. 26</p> <p>Chapter 17 Quiz Due Dec. 3</p>	<ul style="list-style-type: none"> • TBA (dependent on Lesson Plan Presentations) <p>Chapter 17: Parents, Families, and the Community (Building Partnerships for Student Success)</p> <p>Early childhood professionals work with the families as well as with the children. It is important for the early childhood teacher to know and to understand the systems in place to support children, families and communities.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1) Explain how the collaborative partnerships between families, schools, and communities are changing. 2) Explain how changes in parents and families influence teachers, schools, and you. 3) Identify the six types of parent involvement and explain how you can use each one. 4) Identify the community resources that are available to help you meet the needs of children and families. 5) Develop a plan to address absenteeism in your classroom and school. 6) Construct a plan to accommodate the needs of diverse learners in your classroom. <ul style="list-style-type: none"> • Class Activity 1: You will be assigned one partner and one learning outcome. • Pay attention to the verb(s) in your assigned learning outcome. • Create an artifact. • Present your findings to the class. <ol style="list-style-type: none"> 7) Upload your artifact to "Blackboard Classwork Share" Week 14
<p>Wed. Nov. 28</p>	<p>Chapter 17 Continued ...</p> <ul style="list-style-type: none"> • Class Activity 1: Graphically illustrating the interconnections among families, schools, and communities. • Upload your activity.
<p>Week 15 Mon. Dec. 3</p>	<ul style="list-style-type: none"> • Finals Review
<p>Wed. Dec. 5</p>	<ul style="list-style-type: none"> • Bring Laptops • Study for your final. (No absences) Points will be deducted if you are absent.
<p>Week 16</p>	<p>Final Exam: Per University Schedule</p>