UNIVERSITY OF WISCONSIN - STEVENS POINT
CURRICULUM AND METHODS FOR YOUNG CHILDREN
ECED 364 /564   3 Credits + 1 Credit (Project)
SUMMER, 2019

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check D2L for corrections or updates to the syllabus. Changes are also shared in a course announcement or through email.

Course Information

Class Meetings: Online   Location: July 19, 2019 @ CPS 326

Course Description: Using the Understanding By Design (UbD), this course explores "hands – on" activities in a variety of curricula – Art, Math, Music, Science, Creative Movement, Social Studies, Creative Dramatics & Health Education in early childhood classrooms. The course examines theoretical perspectives and implications of EC theorists (e.g. Vygotsky, Howard Gardner, Erik Erikson and the Reggio Emilia approach in EC classrooms) and the integration of globalization, STEM, and diversity in the EC classroom.

Course Learning Outcomes

Enduring Understandings: Participants will understand that

1. Early childhood theorists provide specific framework for planning the learning environment, and curriculum;
2. Globalization, STEM, and appreciation for diversity need to be taught and modeled at the EC level;
3. Findings from research on Brain development in early childhood and Socio-Emotional Learning (SEL) in young children guide classroom practices.

Essential Qs:
   a. Why should we as EC educators pay attention to the socio-emotional learning in children and findings from brain research?
   b. How do EC theorists guide our understanding of children and how we organize their classroom and prepare learning experiences?
   c. Why should we pay attention to teaching global skills & STEM in our EC classrooms?

Learning Outcomes:
Knowledge: (KNOW)

   o *Participants will describe the impact of socio-emotional skills and findings from brain research*
   o *Participants will discuss ideas shared by EC theorists*

- o *Participants will be able to identify the essentials of Globalization, STEM, & diversity*

Skills: (ABLE TO DO)

- o *Participants will be able to design/produce learning activities based on their knowledge of brain findings*
- o *Participants will be able to identify with the perspectives of EC theorists*
- o *Participants will be able to construct learning activities that explore globalization, diversity, and STEM in the Early Childhood curriculum.*

Disposition: (VALUE/APPRECIATE)

- o *Participants will appreciate different approaches to learning*
- o *Participants will value planning meaningful activities for young children*
- o *Participants will value how to prepare their young learners for a global world*

You will meet the outcomes listed above through a combination of the following activities in this course:

- o Readings and posting Responses –

- o Complete Observation & Short paper for integrating specific theoretical concepts in daily curriculum schedule

- o Preparation of specific lesson plans

- o Application of the Understanding by Design framework to designing lesson plans in Expressive Arts

Instructor Information

Instructor: Oluyomi A. Ogunnaike Ph.D.
Office: Room 448-CPS Building
Virtual Office Hours: 10 – 11:
 I will be available to answer Qs from participants during this hour. Send Qs through campus email. OR you may wish to call during this hour (see below).
Phone: 715 - 346 – 4742 (preferred)
Email: oogunnai@uwsp.edu OR yogunnai@pointschools.net (emergency ONLY)

Expected Instructor Response Times
-I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24hours please resend your email.
-I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Textbook (**Required)**

❖ Mayesky, M (2015). *Creative activities for young children.* 10th ed. Belmont, CA: Wadsworth CENGAGE Learning.

Course Requirements & Materials

- **Articles/Readings needed on the following topics namely **Brain research findings, EC theories, Developmentally - Appropriate Practices (DAP), Persona Dolls, Globalization, STEM, Play Integration** are available on D2L.

- Article Search & Reviews: You will conduct a search and review an article on Anti – Bias practice

- Watch a You tube Clip onSocio-Emotional Matters (PYRAMID Model) in EC

** Supplementary Course Materials:

Readings on **EC Theories** and **Play Integration** are available in the following purchased e-Books linked to e-Reserve on ECED 764/564

- Beloglovsky, Miriam; Daly, Lisa (2015) *Early Learning Theories Made Visible.* MN: Redleaf Press. (Part 1- 9-34) **EC Theories**
- Gronlund, G. (2010*) Developmentally Appropriate Play: Guiding Young Children to a Higher Level.* MN: Redleaf Press. (Chaps 3 & 5) **Play Integration**

Course Structure

The format for this course is Hybrid -80 % online through the course management system Canvas; 20% face –to-face. You will use your UWSP account to login to the course

Canvas Access

This course is delivered partially online through a course management system called D2L.

To access this course on Canvas you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari).

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

- Visit with sruppert@uwsp.edu

Topic Outline/Schedule

WEEK 1: June 24 – June 29

Date	Topic	Readings	Assignments & Due Date
6/24	Developmentally - Appropriate Practices (DAP)	Kostelnik chap - Mayesky (2015)Text - Chap 5	
6/25	Early Childhood Theories: (1)	- Beloglovsky & Daly (2015); Part 1 p. 9-34 (**eBook**)	
6/26	Socio-Emotional Health of Children	- Beloglovsky & Daly (2015); Part 2 p. 35-85 (**eBook**) Ho & Funk(2018) *Promoting young children's Social Emotional Health* – <u>Young children,</u> 73 (1) 73-79	
6/27	Brain Research Findings	Lally & Mangione (2017) *Caring relationships* -Rushton & Rushton <u>*Linking brain principles*</u> -Schiller: <u>*Applications of brain findings*</u> -Wilson (2014) <u>*Creating a brain based classroom*</u>	
6/28	Assignments		POSTS – "Socio-Emotional learning" Due = 6/28 @ 11.30pm
6/29 7/2			RESPONSE Due 6/29@ 11.30pm ============ Paper on Relationships @ 11.30

WEEK 2: July 1 – July 7

Date	Topic	Readings	Assignments & Due Date
7/1	Learning Environment; Intentional Play	Kostelnik, et al, (2011) – **chapter 2:** *Teaching & Learning in Developmentally-Appropriate Programs.* Gronlund, G. (2010*) Developmentally Appropriate play.* **E-BOOK.** Chap 1- *What's So important about Play*; Chap 2 - *Putting Theory into Practice;* Chap 3 - *Planning for Play.* Chap 5 – *Interacting with Children to enhance Play.*	
7/2	STEM	**(i)** Listen to Webinar: Making & Tinkering with Stem https://www.youtube.com/watch?v=M67tDikVU6Q; by Cate Heroman : *What you need to know about Tinkering, Making, & Engineering* (ii) Visit this website https://education.wolftrap.org/content/introduction-stem-early-childhood; ARTICLES ON STEM/MAKING: Brahms & Wardrip (2017) *Learning the practices in Making.* Ruzzi & Eckhoff (2017): *Stem Resources & Materials for engaging learning experiences* OPTIONAL site on STEM = https://www.youtube.com/watch?v=faIFNkdq96U Caine's Arcade	Paper on Relationships @ 11.30pm
7/3	Curriculum for Young Children: Mayesky (2015) TEXT Articles, Dr. O's Notes	TEXT Chapters: Art & Science – <u>**Art**</u>: p. 188- 200; Chaps 10, 11, & 12; **Science** -Chap 19 **Creative Dramatics** & **Social Studies**-Chaps 15 & 22; Dr. O's Updated Notes on Creative Dramatics (*Word Document)* Kosoff & Doane – *Bringing Stories to Life –* <u>Early Childhood Today</u> PDF **Cooper, J (2017) -** Integrating the ARTS through Music, <u>**Drama**</u>, and Dance Brillante & Mankiw (2015). *A sense of Place: Human Geography in the EC Classroom. Young Children*	
7/4	HAPPY INDEPENDENCE		
7/5	Assignments	Discussion Post	Post on Play & Stem & Children's Lit @11.30pm
7/6		Response	Response due on 7/6 @ 11.30

7/9		Curricula Observation & Reflection on Essentials	Observation DUE on 7/9 @ 11.30

WEEK 3: July 8 – July 13

Date	Topic	Readings	Assignments & Due Date
7/8	Globalization in Early Childhood Classrooms	- Tavangar 2017; *Every journey begins w/ a step.* Education Update, 2015; *Taking your classroom global* Childhood Education, 2014; *Window is Open* Miller 2010 - *Helping to end global poverty*. Young Children	.
7/9	Diversity, Persona Dolls & Anti-Bias	Sapon-Shevin, 2008 – *Learning in an inclusive community.* Educational Leadership, SEPT Skonning (2010) – *Dancing the Curriculum*- KDP. Thomas, M, 2011– *Amaze Persona Dolls.* Whitney, Trisha- *Using Persona Dolls to help develop Anti-Bias* in Pelo (Ed) Rethinking Early Childhood education; i Dr. O's notes on Persona Dolls (*Word Document*) Find an article on ANTI-BIAS in Early Childhood Classrooms (e.g.)***** https://www.naeyc.org/resources/pubs/yc/mar2019/exploring-gender-enacting-anti-bias ***NAEYC membership is required for access**	Curricula Observation & Reflection on Curriculum Essentials @ 11.30pm
7/10	Curricula for Young Children – Mayesky TEXT	Creative Movement – Chap 16 Health Education- Chap 21 Vagovich, (2008). *Transformers Movement Experiences for EC classrooms*. Young Children	
7/11	Curricula for Young Children – Mayesky TEXT; -Bloom's Taxonomy -InTASC Standards	Music – Chaps- 17 Math - Chap 20 Dr. O's notes on Music (*Word Document*) Bloom's Taxonomy (Revised) InTASC Standards	
7/12	Assignments	Prepare & Post a Mini-Proposal on Final Unit Project (see Assignment & Template for mini proposal)	Post *Mini-Proposal* @ *11.30pm*
7/13; 7/16	Assignments	Response to Mini Proposal Lesson Plan on Diversity & Friendship through Persona Dolls	Response to Mini Proposal @ 11.30pm ==== Lesson Plan on Diversity @ 11.30pm

WEEK 4: July 15 – July 19

Date	Topic	Readings	Assignments & Due Date
7/15	-Understanding by Design (UbD)	NOTES on UbD Model/Sample of UbD on (Family)	
7/16		Prepare Final Unit Plan	Lesson Plan on Diversity & Friendship @ 11.30pm
7/17		Prepare Final Unit Plan	
7/18		Prepare Final Unit Plan	
7/19	Final Assembly		Revised Final project PROPOSAL **Due on 7/19 @ 11.30** Final Unit Plan **Due on 7/19 @ 11.30**

Web sites

http://www.education-world.com/
http://www.ecdgroup.com/
http://www.earlychildhood.com
http://www.earlychildhood.com/articles/
http://www.janbrett.com/activities_pages.htm
http://www.audreywood.com/
http://www.eric-carle.com
http://www.scholastic.com/
http://www.lessonplanspage.com/   (ideas for curriculum)
http://www.eduplace.com/

- www.education-world.com/
- www.atozteacherstuff.com
- www.crayola.com/educators
- www.nche.org (Health Education)
- www.earlychildhood.com
- www.kidsource.com/
- www.highscope.org/
- www.learningpage.com/
- www.abcteach.com
- www. scienceadventures.com/
- www.themailbox.com
- www.childfun.com/activities.shtml
- www.kizclub.com
- www.bornlearning.org
- www.citationmachine.net (bibliography format)
- www.naeyc.org
- education.skype.com/mysteryskype

Creative Dramatics

- www.americanfolklore.netwww.pitara.com/talespin/folktales.asp
- www.speakaboos.com
- www.ala.org
- www.childdrama.com
- www.aaronshep.com
- www.thestorynory.com
- www.thestoryhome.com

Music
- www.songsforteaching.com/educationalmusiccurriculumsubjects.htm
- http://www.cyloong.com/Multicultural/AfricanAmerican.html

@ Others – General
http://www.atozteacherstuff.com/ http://www.activitiesforkids.com/ http://www.scholastic.com/ http://www.lessonplanspage.com/   (ideas for curriculum) http://www.lessonstop.org/ http://www.learningpage.com/ http://www.abcteach.com http://www.askeric.org/Virtual/(lesson plans, special projects, & resources) http://www.learningisfun.com (wonderful resources to use & buy)

Grading Policies
Graded Course Activities
 (ECED 364/564/764 **ASSIGNMENTS -**

Description	Due date & time	Points
Original Posts on Discussions =Socio-Emotional Learning in EC classrooms	6/28 @ 11.30	5
Discussion Replies on Socio-Emotional Learning in EC classrooms	6/29 @ 11.30	5
Short Paper on Relationships in EC	7/2 @ 11.30pm	20
Original Posts on Discussion = Play & STEM & Children's Literature	7/5 @ 11.30	5
Discussion Replies on Play & STEM& Children's Literature	7/6 @ 11.30	5
Curricula Observation & Reflection on Essentials	7/9 @ 11.30	20
Submission of Mini Proposal on Final Project	7/12 @ 11.30	20
Peer Review of Mini Proposal on Final Project	7/13 @ 11.30	10
Lesson Plan on Diversity & Friendship	7/16 @ 11.30	20
Participation		20
***Revised Proposal – 3 credits**	7/19 @ 11.30	20
Final Unit Plan – 4credits	7/19 @ 11.30	100
Total Points Possible		150/ 250

<u>Letter Grade Assignment</u>
Below are the analysis of the points and letter grades assigned for this course.

ECED 364/564 -3 credits

Letter Grade	Points
A	140-150
A-	130-139
B+	120 -129
B	110-119
B-	100-109
C+	90-99
C	80-89
D	< 79

ECED 764 – 4 credits

Letter Grade	Points
A	240-250
A-	230-239
B+	220 -229
B	210-219
B-	200-209
C+	190-199
C	180-189
D	< 179

Participation
Students will participate in all online activities as listed on the course calendar.
Participation is worth a total of 20 points.

Assignments Policy

✓ Submit all course assignments electronically through CANVASS unless
   otherwise instructed. Submit all assignments by the given deadline. Notify Dr.
   Ogunnaike about concerns regarding assignments *before the due date*. No
   extensions given beyond the next assignment except under extreme
   circumstances.

✓ Complete discussion assignments by the due dates and time. Late or missing
   discussion assignments will affect the student's grade.

✓ Late Work Policy

Example: Be sure to pay close attention to deadlines—there will be no make-up
assignments or quizzes, or late work accepted without a serious and compelling
reason and instructor approval.

Viewing Grades on CANVASS
Points you receive for graded activities will be posted to the CANVASS. Dr.
Ogunnaike will update the online grades each time a grading session has been
complete—typically two days following the completion of an activity. You will see a
visual indication of new grades posted

Course Policies
<u>Netiquette Guidelines</u>

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. RESPECT Minority opinions
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from
http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from:
http://www.albion.com/netiquette/book/.

Build Rapport
If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Dr. Ogunnaike know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Understand When You May Drop This Course
It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy
Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if [there is death, major surgeries, moving, change in family status]. Submit all incomplete course assignments for grading within [within two weeks].

Inform Your Instructor of Any Accommodations Needed
If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Learning Resource Center and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 LRC, or (715) 346-3365.
Commit to Integrity

As a student in this course (and at this University) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures
Student Academic Disciplinary Procedures
UWSP 14.01 Statement of principles
The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.
UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
      (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
      (b) Uses unauthorized materials or fabricated data in any academic exercise;
      (c) Forges or falsifies academic documents or records;
    (d) Intentionally impedes or damages the academic work of others;
      (e) Engages in conduct aimed at making false representation of a student's academic performance; or
      (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part

or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs
Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

ECED 564/764 Rubric on Final Unit Plan **Attach to your Project**

Components	EXEMPLARY	PROFICIENT	BASIC	Comments
Theory, Theme & Rationale (10 points)	▪ Identifies Theory & Theme; ▪ Rationale for theme: -thoughtful, -connected to theory & research, Developmentally –appropriate.	▪ Identifies Theory & Theme; ▪ Rationale for theme: -thoughtful, -connected to theory & research.	▪ Theme is identified. ▪ No theory ▪ Rationale is unclear; free writing, not research-based ▪ No consideration for children's development	
Essential Questions, *Enduring Understandings* *Standards* *Learning Outcomes: Knowledge, Skills, & Dispositions* (20 points)	▪ Qs & Understandings are thoughtful, age - appropriate ▪ Standards are appropriate ▪ Provides clear learning outcomes ▪ Uses Bloom's Taxonomy	▪ Qs & Understandings are thoughtful, age appropriate ▪ Standards are appropriate ▪ Provides clear learning outcomes ▪ Uses Bloom's Taxonomy	▪ Qs & Understandings are vague, & irrelevant ▪ Standards are not included ▪ Learning outcomes are unclear ▪ Does not use Bloom's Taxonomy	
5 Lesson Plans (LP) (40 points)	▪ Identifies each of the five Curricula ▪ Each LP is detailed, has all requirements ▪ Age-appropriate	▪ Identifies each of the five Curricula ▪ Each LP is detailed, has all requirements ▪ Age-appropriate	▪ Does not identify curriculum ▪ LPs do not follow required format, ▪ Minimal information; skill -driven	
Personal Reflections (10 points) *Bibliography* (10 points) *Materials submitted* (10 points) – form, reflection, rubric -------- **of 100**	▪ Insightful, reflective of at <u>least 2 INTASC standards</u> ▪ Follows Bibliography format ▪ All materials were found	▪ Thoughtful, connects to at <u>least 2 INTASC standards</u> ▪ Follows Bibliography format ▪ All materials were found	▪ Vague reflections, no mention of INTASC Standards ▪ No format to Bibliography ▪ Only 2 materials were submitted	

Verb Wheel Based on Bloom's Taxonomy

Domain

Appropriate verbs

Student products