

Instructor Information Instructor: **Donna Nelson**

Office: Room 433-CPS Building **Classroom:** SCI A 121

Class: Tuesday and Thursday 11:00 - 12:15

Attendance: Half the class will be in person on Tuesday and on Zoom on Thursday; The other half of the class will be in person Thursday and Zoom on Tuesday. *Class attendance is included in the grading criteria be it by Zoom or in person.*

Virtual Office Hours: 1 – 2 (Tues – Thurs)

During this hour, I will be available to answer Qs from participants. Send Qs through my email. OR you may wish to call 715 - 581 – 6769 during this hour.

Phone: 715 - 581 – 6769

Email: dnelson@uwsp.edu

ECED 301: Curriculum & Methods: Kindergarten.

Introduction: Quotes About Kindergarten – Where It all Started.

- *A child that plays thoroughly with self-active determination perseveringly until physical fatigue forbids will surely be a thorough determined man capable of self -sacrifice for the promotion of the welfare of himself and others. Is not the most beautiful expression of child life at this time a playing child? A child wholly absorbed in his play – a child that has fallen asleep while so absorbed? Frederich Froebel “[The Education of Man](#)”*
- *Successful teachers start from where the children are, not from where the children’s chronological age indicates that teachers should start, or from where the curriculum tells them to start. (Erin Hyde, Marilyn Martinez, & Yvonne Smith, 2015) “[Kindergarten: Where it starts and where it goes](#)”.* In Teaching Kindergarten: Learner-Centered Classrooms for the 21st Century. Diamond, J., Grob, B., & Reitzes, F. (eds)
- *[Teacher]Candidates must ground their curriculum in a set of core approaches to teaching that are supported by research and are closely linked to the processes of early development and learning. With preschool and early primary grade children, the relative weight and explicitness of subject matter or academic content become more evident in the curriculum, and yet the core approaches or strategies remain as a consistent framework. For example, engaging conversations, thought-provoking questions, provision of materials, and spontaneous activities are all evident in candidates’ repertoire of teaching skills. (NAEYC Professional Preparation Standards September 2012 2011 ©National Association for the Education of Young Children, All Rights Reserved)*

DESCRIPTION of COURSE:

Course examines the Kindergartner as a whole child with very specific physical, language, socio-emotional & cognitive growth and needs, and how such needs can be met in the EC classroom. The course specifically examines how:

- The kindergartner fits into the theories of Piaget, Vygotsky, Gardner's Multiple Intelligences, Montessori and Early Brain Research.
- The Early Childhood Educator designs the classroom, plan developmentally appropriate curricula in Expressive Arts, Language Arts, Science, Social Studies, Math, and Health Education for the kindergartner.
- To ensure the deliberate integration of STEM, Intentional Play, Expressive Arts, Language Arts, Socio-Emotional Learning, Science, Social Studies, Math, Health Education; Anti -Bias perspectives and the use of Persona Dolls in promoting diversity in kindergarten.
- Assessment can be integrated authentically in the kindergarten classroom.

Enduring Understanding: Learners will understand that:

- Kindergarten has undergone several changes that affect how educators plan and implement developmentally-appropriate curriculum for the kindergartner; *There is more to a Kindergartner than meets the eye.*
- Knowledge of the changes affecting Kindergarten and academic implications provide the foundation for a successful learning experience for a kindergartner.

Essential Qs:

-Who is a Kindergartner of today compared to a Kindergartner of five to ten years ago? What are those changes that have affected or influenced Kindergarten?

- How do these changes help or hinder the educator in creating an environment that nurtures and enriches successful learning in kindergarten.

Learning Outcomes: Students will

= Describe the growth & development of a Kindergartner and implications in a 21st century classroom. (*how the teacher's knowledge of growth and capabilities of the kindergartner affects learning in a global age*)

= Identify and apply principles of authentic assessments and knowledge of learners in preparing learning activities in a Kindergarten classroom.

= Design an Integrated Thematic Unit plan - integrate language arts, Science, Social Studies, Math and Expressive Arts for learners in a K classroom.

Course Text (RENTAL) - REQUIRED

- Mayesky, M (2015). *Creative activities for young children.* (11th). Belmont, CA: Wadsworth, Cengage Learning

Supplementary Readings:

- *White Teacher* by Vivian Paley

COURSE CONTENT: (ECED 301)

- Readings, Reviews, & Thoughtful /Practical Analysis of Class Readings in Language Arts, Expressive Arts, Math, Science, Health Education, Social Studies, & Globalization/Diversity (*use of Persona Dolls*)
- Assignments: (i) Short Reviews and/or Discussion Postings on WEEKLY QUESTIONS shared by Mrs. Nelson. (ii) Lesson Plan on Diversity (Using a Persona Doll); (iii) Final Integrated Unit Plan on FAMILY
- In Lieu of Practicum – Prepare & Share Personal Observations of a Kindergarten classroom on ATLAS; Prepare a Lesson Plan on *the use of Persona Dolls in your classroom*

Learning Outcomes:

Knowledge: (KNOW)

- Participants will describe how their knowledge of specific theories guide how they teach kindergarten.
- Participants will explain and practice how to align their teaching practices with DPI Academic Standards for kindergarten.
- Participants will list the impact of exploring diversity on their teaching practices.

Skills: (ABLE TO DO)

- Participants will be able to design learning activities reflective of their knowledge of Kindergartners and Academic Standards (from dpi).
- Participants will be able to plan activities that engage learners' knowledge and interests in language arts, Science, Social Studies, Math and Expressive Arts.
- Participants will demonstrate how to explore diversity, globalization, and anti-bias practices through the use of Persona Dolls.

Disposition: (VALUE/APPRECIATE)

- Participants will appreciate planning standard-based and developmentally – appropriate learning activities for Kindergarten.
- Participants will value authentic assessment in planning and implementing age-appropriate activities for kindergartners
- Participants will value how to integrate language arts, Science, Social Studies, Math and Expressive Arts in Kindergarten classrooms.

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

- Readings and discussion POSTS.
- Preparation of reflections and lesson plans after watching specific video tapes on ATLAS (Topics = Knowledge of learners to guide lesson planning; Authentic assessments)
- Application of the Understanding by Design framework to designing lesson plans on the Theme - **Family**

ADDITIONAL INFORMATION:

Face Coverings:







- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.




Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.



MODULES of Learning

WHO is a Kindergartner

- **Overall Growth & Development:** Physical, Socio-emotional, Language, Intellectual – *Morrison*
- **NAEYC Standards for Professional Preparation**
- **Theories:** Brain Research; Piaget; Vygotsky, MI, Anti-Bias, Erikson; (*Beloglovsky* Text)
- **Developmentally – Appropriate Practices** – NAEYC perspectives on Engaging & Teaching K (*Kostelnik at al text*)
- [Teaching Kindergarten Ch 1 \(Links to an external site.\)](#)
- [Teaching Kindergarten Ch 2 pg 29-45.pdf](#) 
- [NAEYC Standards for PreService Educators.docx](#) 
- [Lally Mangione. Caring Relationships. Young Children May 1, 2017.pdf](#) 
- [Rushton and Rushton Findings on Brain.pdf](#) 
- [Schiller. Turning Knowledge into practice Child Care Information Exchange. 1999.pdf](#) 
- [Regenstein, E., Connors, M. C., Romero-Jurado, R., & Weiner, J. 2018. Effective Kindergarten](#)
- [Readiness Assessments. YC Young Children, 36–43..pdf](#) 
- [Beloglovsky, M., & Daly, L. \(2015\). Early learning theories made visible. Part 1 \(multiple user but not unlimited\) \(Links to an external site.\)](#)

- [Beloglovsky, M., & Daly, L. \(2015\). Early learning theories made visible.. Part 2 \(multiple users allowed, not unlimited\) \(Links to an external site.\)](#)
- [Gronlund, G. \(2010\). "Planning for Play" In Developmentally appropriate play : Guiding young children to a higher level. Chapter 3.\(Links to an external site.\)](#)
- [Gronlund, Gaye. "Interacting with Children to Enhance Play." In Developmentally Appropriate Play : Guiding Young Children to a Higher Level, Chapter 5](#)
- [Tyre. \(2009\) Skills Kids Need Before They Read](#)
- Ho & Funk (2018) *Promoting young children's Social Emotional Health – Young children*, 73 (1) 73-79
- [\(Links to an external site.\)Social/Emotional Learning Competencies](#)
- [Early Childhood Education Today Ch 3 pg 69-108.pdf](#) 
- [Observing, Planning, Guiding. Young Children, March 2018, pp.31-35.pdf](#) 
- [Early Childhood Education Today Ch 11 pg 319-349.pdf](#) 

Preparing the 4K-K classroom IN connection to theories:

- Socioemotional focus (Starting with Peace; Second Steps, Zones of Regulation - Erikson)
- Teach with Findings from Brain Research – Vygotsky, Piaget, Gardner
- STEM/STEAM / Technology – Karen H (YouTube)
- Diversity & Globalization – *Anti – Bias practices, Global resources* (taking up a cause); Persona Dolls (AMAZE)
- What is Play? How do we plan and keep play intentional? (Gronlund) & *Young Children* (2018) Observing, Planning, Guiding: How an intentional teacher meets standards through play (Patricia McDonald 2018; 31-35)
- [Brahms and Wardrip Learning Practices of Making. Teaching Young Children 2016pdf.pdf](#) 
- [Ruzzi Eckhoff. STEM resources. Young children March 1, 2017.pdf](#) 
- Schiller, P – **Turning Knowledge into Practice. E-RESERVE**
- **Rushton & Juola Rushton (2011)– Brain & high Quality ECE classrooms**
- **Wilson L (2014) – Creating a Brain -based classroom.**
- **Brahms & Wardrip (2017) Learning the practices in Making. E-RESERVE**
- **Ruzzi & Eckhoff (2017): Stem Resources & Materials for engaging learning experiences E-RESERVE**
- **Wilson-Lopez (2015). Integrating Literacy & Engineering**
- **Heroman (2017) (i) On STEM; (ii)Sample of STEM Making & Tinkering**
- [Whitney, Tricia. Using Persona Dolls to Help Children Develop Anti-bias Attitudes. In Pelo, Ann. Reinventing Early Childhood Education., 2008](#)
- **[Tavangar: Every Journey Begins with a Step. ASCD.](#)**
- **[Ullmans, E. Taking your Classroom Global. Education Update, 2015.](#)**
- **[Thomas, Meg. Amaze Persona Dolls](#)**
- Kosoff & Doane: *Bringing Stories to Life*
- Bonnie Ripstein (2018) - "*There's a Story in My Picture!*" *Connecting Art, Literacy, and Drama through Storytelling in a Kindergarten Classroom. Young Children - E-RESERVE*
- Diamond et al., Editors, 2015) *Teaching kindergarten: Learner-centered classrooms for the 21st century.:* **E-RESERVE**

- Chapter 5: **They thanked the Bear, Then they ate the bear- an Integrated Block-Based Curriculum E-RESERVE**
- [Ripstein, B. \(2018\). "There's a Story in My Picture!" YC: Young Children, 73\(1\), 16–21.](#)
- [Diamond et al 2015. Chap 1- Learner Centered Teaching =pg 5-28. pdf](#)
- [Diamond et al. Chap 5- They thanked the Bear ---- = pg 69-79.pdf](#)

Curriculum in K: Teaching and Planning Learning Activities

- [Diamond et al. Chap 9: Teaching Math in K. =pg 116-125.pdf](#)
- [Cerniglia - Musical Play in Early Childhood Classrooms.pdf](#)
- [Diamond et al. Chap 6 - The museum of experts. = pg 80-96.pdf](#)

Joyful Learning in Kindergarten. (2018). YC: Young Children, 73(1), 4–5.

(Source =ATLAS RESOURCES<https://atlas.nbpts.org/resources/>)

- Practical Lessons from ATLAS
- Expressive Arts – Art, Music, Creative Movement & Creative Dramatics (Mayesky)
- Planning for Science, Math, Health Ed, & Social Studies (Mayersky)

https://www.3m.com/3M/en_US/gives-us/education/science-at-home/(Science)

- PROVIDE resources on Children's Literature
- OTHERS: Hands On Experience

<https://atlas.nbpts.org/resources/>

- Connect Class Readings, Video Clips, (ATLAS), & Personal Experience TO:
 1. ANY Chapter in the Book –Diamond, J, Grob, B, Reitzes, F. (2015) (Eds). *Teaching kindergarten: Learner-centered classrooms for the 21st century*. Columbia University: Teachers College Press.
 2. *White Teacher* by Vivian Paley. Harvard Press
- Other Class Readings
- **Tentative ZOOM Session on Tuesdays and Thursdays (If in class on Tuesday – Zoom will be on Thursday; If in class on Thursday – Zoom will be on Tuesday)**

Assignments

Title of Assignment	Description	Relevant NAEYC Standard Points & Due Date
<u>Discussion POSTS</u>		
#1. <i>My K Experience, NAEYC Standard, & My classroom</i>	<p>Briefly summarize your experience as a Kindergartner. Connect this experience to <u>ONE</u> of the NAEYC Standards (there are seven of them). <i>Identify and write out the chosen standard e.g. Standard 1: Promoting Child Development and Learning.</i></p> <p>Explain how your experience reflected this Standard; AND how the Standard would guide your knowledge and planning of age-appropriate curricula in your classroom.</p>	<p>NAEYC Standard 1, 2, 3,5, & 6</p> <p>- Posting DUE on 9/18/20 = 5 points</p>
#2. <i>Perspective on Assessment</i>	<p>What does assessment mean to you? What are TWO essentials of Assessment? How will you integrate these essentials as you assess young learners in your classroom?</p>	<p>NAEYC Standard 3-Posting DUE on 10/3/20 = 5 points</p>
#3. <i>Teaching Diversity in K?</i>	<p>Knowing that the landscape of America keeps changing, will you teach Anti-Bias, Diversity and or Globalization in kindergarten? Why? Why Not?</p> <p>Please share <u>two</u> ways that you would actively teach Anti-Bias, Diversity and or Globalization in your classroom. Include relevant class readings, especially, Paley's <u>White Teacher</u> to enhance your response.</p>	<p>ALL NAEYC Standards 1 – 7</p> <p>Posting DUE on 10/9/20 = 10 points</p>

Explaining the Kindergarten
Classroom Observation Assignment:

1. Go on ATLAS web
2. Find a Kindergarten classroom (# 218 works but you can choose another if you wish)
3. Use the Observation Form to document all you saw in the classroom

K. Classroom
Observation: Focus on
ONE: *Assessment,*
Learning Environment,
Adult-Student
Relationship

NAEYC Standards 1,3,5

-Choose your focus right at the top of the form (Focus of Observation: Adult-Student Relationships, OR Learning Environment, OR Assessment of Learning (circle ONE))

DUE Date – 10/23/2020
10 points

-Fill the other sections A - C

- Reflect on your Focus in D: Be sure to include class readings in this section.

Read all the articles about Persona Dolls provided on Canvas, especially the one written by Trisha Whitney. The readings will give you an idea of Persona Dolls and their role in promoting anti-bias and diversity.

NAEYC Standards
1, 2, 3, 4, 5, 6

Lesson Plan on Persona Doll and Family

You will need to figure out how you can utilize them in your K classroom to guide your learners' understanding / exploration of several themes reflective of diversity.

DUE Date – 11/6/2020
10 points

=After reading the articles on Persona Doll, feel free to choose one, OR decide to make one for yourself. Once you choose a persona doll, know as much as you can about this doll or if you create one, be sure to

create a story about this doll. Plan on bringing this doll to your classroom to visit. Remember that a Persona Doll is NOT a toy or plastic babies to be washed or played with. Persona Dolls are REAL. To integrate a Persona Doll in your lesson plan on Family, please consider the following:

-Find a children's book on FAMILY.

-Read your chosen book and think of one or two BIG IDEAS (rem. UBD) that you want your students to learn about family: *for e.g. Families come in different shapes and sizes; a family is a group of people that care for/about one another; Families are not defined by where they live or what they look like.*

Think about how you can integrate a Persona Doll in exploring your BIG IDEAS on "family" with your kindergartners.

Remember to formulate those Qs that will jump start your learners' interests e.g. *what is a family? What does a family mean to you? Do all families look alike?*

<https://atlas.nbpts.org/resources/>

NAEYC Standards

Visit ATLAS web site Click on *Grade* – choose *Kindergarten*

1, 2, 3, 4, 5, 6

Case Studies:

My Exploration & Discovery: Atlas Videos and Kindergarten Methods

Choose a **total of FOUR cases** to WATCH that feature these subjects

i. Expressive Arts – Art, Music, Creative Movement, Creative Dramatics/Dramatic Play (**Choose ONLY ONE**)

DUE - 11/20/20 =30 points

- ii. Language Arts
- iii. Social Studies or Science
- iv. Math or Health Education

You will be watching ONLY FOUR Cases; try not to watch # 218 again since you may have used this for the Observation Assignment. If you watched another Kindergarten classroom, then please include Case 218 in this Exploration. As you watch each Case, be sure to

Read the Commentary provided by the teacher. This will enable you to understand the context of what you are watching.

Use the Charts provided (see the next four pages) to document designated information about each Atlas K. Video.

Integrated Unit Plan (Signature Assignment)

-Lesson: Expressive Arts
Integrate Art and Drama

-Lesson: Language Arts
-Lesson:
Integrate Social Studies
and Science

-Lesson: Math/ STEM

Integrate - *White Teacher* OR Chapter from *Teaching K for a*

NAEYC Standards

1, 2, 3, 4, 5, 6, 7

– Theme, Theory, Children’s books, Enduring Understanding, Essential Qs, Learning Outcomes, Standards:
– *WI Model Academic Standards*

Signature Assessment – Thematic Unit Plan on FAMILY This assignment involves the preparation and implementation of a thematic, developmentally appropriate learning activities in the kindergarten classrooms. These learning activities will include the following curricula; language arts, social studies, math, science. Health education and expressive arts.

12/4/20 = 100 points

Global World in your Unit Plan

Attendance & Participation

Worth = 30

VIDEOS/WEBSITES

<https://www.pblworks.org/video-taking-care-our-environment>(Project Based Learning)

<https://atlas.nbpts.org/resources/> (till July 9, 2020)

https://www.3m.com/3M/en_US/gives-us/education/science-at-home/ (Science)

www.naeyc.org

<https://www.kqed.org/podcasts/mindshift>

CHART of ASSIGNMENTS & GRADES

Assignments	Points	NAEYC Standards
Posts/Discussions: <i>Kindergarten Experience, Assessment</i>	20= #1 = 5, #2 =5, #3 = 10	1, 2, 3,5, & 6
Observation of a Kindergarten Classroom	10	1, 3, 5
Lesson Plan – <i>Persona Dolls & Family</i>	10	1, 2, 3, 4, 5, 6
Exploration of ATLAS – <i>Videos of K classrooms</i>	30	1, 2, 3, 4, 5, 6
Final Integrated Unit Plan - <i>Family</i>	100	1, 2, 4, 5, 6
Professionalism/Participation	30	
Total = 200 points		

GRADES

- 190 – 200 = A
- 180 – 189 = A-
- 170 – 179 = B+
- 160 – 169 = B
- 150 – 159 = B-
- 140 – 149 = C+
- 130 – 139 = C
- 120 – 129 = C-
- 110 – 119 = D (failure)

Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

COURSE OUTLINE: *SUBJECT TO CHANGE*

Week 1 Thursday 9/3/20	Discussion: Student Introductions	No in-person class this week
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Week 2

Date	Readings	Others
	<u>Chapter 1</u> Learner-Centered Teaching	
Tuesday 9/8/20	<u>Chapter 2</u> Kindergarten: Where it starts and	Required
Thursday 9/10/20	where it goes	Readings
	-<u>“White Teacher”</u> by Vivian Paley	

Week 3

Tyre. (2009). *Skills Kids Need Before They Read*

Tuesday 9/15/20 - Morrison – Chapter on Kindergarten **E-RESERVE**

**Required
Readings**

Thursday 9/17/20 - Ho & Funk (2018) *Promoting young children's Social Emotional Health – Young children*, 73 (1) 73-79

IMPORTANT NOTE:

1. **Start reading** “White Teacher” by Vivian Paley. You **may** wish to create a personal journal on your reflections on each chapter. Consider Qs – *What is her message to me in this chapter? What do I agree or/and disagree with? Points to Remember for my K classroom/or students*
2. **Week 1 Discussion & Posting** - *My K Experience, NAEYC Standard, & My classroom* (see details on CANVAS) DUE on 9/18
3. **Week 2 Discussion and Posting** - **What does assessment mean to you?**

What are TWO essentials of Assessment? How will you integrate these essentials as you assess young learners in your classroom?

Posting DUE on 9/18/20 = 5 points

Try to remember your Kindergarten experience. Do the following:

1. Briefly summarize your experience
2. Connect this experience to **ONE** of the NAEYC Standards (there are seven of them). State
3. Explain how your experience reflected this Standard; AND how the Standard would guide your knowledge and planning of age-appropriate curricula in your classroom.

Identify and write out the chosen standard e.g. Standard 1: Promoting Child Development

Week 4

Tuesday 9/22/20 **-Theories that guide Us (*Focus on any 2 given theorists & approaches)**

Thursday 9/24/20 i. Beloglovsky & Daly (2015): *Early Theories made visible*.-Part 1) **E-RESERVE**

**Highly
Recommended
Readings**

ii. Beloglovsky & Daly (2015): *Early Theories made visible*. **Part 2 E-RESERVE**

-Gronlund (2010) DAP Play: - E-RESERVE

i. Chapter 3 – Planning for Play

ii. Chapter 5- Interacting with children to enhance Play

Week 5

Assessment

– DPI tool/Chart -Assessment of Socio-Emotional Status of Young Children

**Tuesday
9/29/20**

-Morrison Text on Assessment E-RESERVE

**Required
Readings**

Thursday 10/1/20

-McDonald, P. (2018) – Observing, Planning, Guiding young children--- *Young Children*, 73, (1), 31-35 E-RESERVE

IMPORTANT NOTE:

1. **Continue reading** “White Teacher” by Vivian Paley. You **may** wish to create a personal journal on your reflections on each chapter. Consider Qs – *What is her message to me in this chapter? What do I agree or/and disagree with? Points to Remember for my K classroom/or students*

Week 6

Tuesday 10/6/20

Understanding by Design - Basics

**Thursday
10/8/20**

-*Understanding by Design (Power Point Notes)*

- UbD Sample of Lesson Plan Template on Family

**Required
Readings**

Posting DUE on 10/3/20 = 5 points

Week 7

BRAIN RESEARCH:

**Tuesday
10/13/20**

Whole- Brain Learning [Whole Brain Teaching Study](#)
[Video: Five Step Lesson: Second Grade: Pronouns](#)

**Required
Readings**

**Thursday
10/15/20**

[Whole Brain Teaching: Transitional Kindergarten:
Golden Quad](#)

-Brain Research & Cambourne Conditions for Learning

-Schiller, P – Turning Knowledge into Practice. E-RESERVE

-Rushton & Juola Rushton (2011)– Brain & high Quality ECE classrooms

-Wilson L (2014) – Creating a Brain -based classroom.

STEM:

Listen to Webinar: Making & Tinkering with Stem [Webinar: Back to School–Making and Tinkering With STEM](#); by Cate Heroman : What you need to know about Tinkering, Making, & Engineering

ARTICLES ON STEM/MAKING:

=Brahms & Wardrip (2017) Learning the practices in Making. E-RESERVE

=Ruzzi & Eckhoff (2017): Stem Resources & Materials for engaging learning experiences E-RESERVE

=Wilson-Lopez (2015). Integrating Literacy & Engineering

= Heroman (2017) (i) On STEM; (ii)Sample of STEM Making & Tinkering

Posting DUE on 10/9/20 = 5 points

Week 8

Date

Readings

Others

**Tuesday
10/20/20**

DIVERSITY: Anti-Bias / Persona Dolls

Required Readings

**Thursday
10/22/20**

=**Find & read an article on ANTI-BIAS perspective**
www.naeyc.org

=Whitney: *Using Persona dolls help children --- Anti-Bias* – **E-RESERVE**

***DUE:**

**Kindergarten
Observation
Assignment
10/23/20**

= Personal Notes: Persona Dolls

=Description of Amaze Dolls

=Thomas, Meg – *Amaze Persona Dolls* – **E-RESERVE**

= Shapon, Maria – *Learning in an Inclusive Community*

Globalization

Tavangar: *Every Journey begins with a step.* **E-RESERVE**

Ullmans: *Taking your classroom global.* **E-RESERVE**

Lindsay – *Online Collaboration: How to Start*

Week 9

Mayesky TEXT Readings:

Art – Chaps 9 & 11 (Recommended)

Chaps 10 & 12 (Required)*

Recommended:

*Chaps 9 & 11 of
Text*

**Tuesday
10/27/20**

Creative Dramatics- CHAP 15(Required)*

**Thursday
10/29/20**

-Kosoff & Doane: *Bringing Stories to Life*

-Bonnie Ripstein (2018) - “*There’s a Story in My Picture!*” *Connecting Art, Literacy, and Drama through Storytelling in a Kindergarten Classroom.* Young Children - **E-RESERVE**

- Diamond et al., Editors, 2015) *Teaching kindergarten: Learner-centered classrooms for the 21st century.*: **E-RESERVE**

Required Readings –

Chaps 10, 12, 15

*Articles on
Creative
Dramatics*

=Chapter 5: **They thanked the Bear, Then they ate the bear- an Integrated Block-Based Curriculum E-RESERVE**

Week 10 and 11

Mayesky TEXT Readings: Math & Science

	-	
	<u>Math</u>	Required Readings
	-Chap 20 (Required)	
Tuesday 11/3/20	- Diamond et al., Editors, 2015) <i>Teaching kindergarten: Learner-centered classrooms for the 21st century.</i> <u>E-RESERVE</u>	<i>ALL: Text chaps, article, & web site.</i>
Thursday 11/5/20		
And	=Chapter 9: Teaching Math in Kindergarten <u>E-RESERVE</u>	
Tuesday 11/10/20		
Thursday 11/12/20	-	<i>*DUE:</i>
	<u>Science</u>	<i>Kindergarten Lesson Plan on Persona Dolls and Family.</i>
	-Chap 19 [Required]	
	https://www.3m.com/3M/en_US/gives-us/education/science-at-home/ (<i>Science at Home website</i>) Required	

Week 12

	Mayesky TEXT Readings: Music & Creative Movement	Required Readings – Music & CM Chaps
Tuesday 11/17/20		
Thursday 11/19/20	-	<i>Carniglia article in YC, 2013 – www.naeyc.org</i>
	<u>Music</u>	
	-Chap 16 (Required)	
	- <i>Musical play in EC classrooms: Taking it one step further. By Ellen Carniglia (2013) Young Children (E-Reserve)</i>	Recommended (web sites on Music & Creative Movement)
	-	

Creative Movement

- Chap 17 (Required)
- Skoning -*Dancing the Curriculum.*

Week 13

Date	Readings	Other
Tuesday 11/24/20	Mayesky TEXT Readings: Social Studies & Health Education	
	<p><u>Social Studies</u> (SS)</p> <ul style="list-style-type: none"> -Chap 22 [Required] - <i>Social Studies Strands</i> (Word doc) -Friedman’s <i>SS in Action</i> - PDF - Mindes, G’s <i>Pushing Up SS</i> - PDF - Diamond et al., Editors, 2015) <i>Teaching kindergarten: Learner-centered classrooms for the 21st century.</i>: <u>E-RESERVE</u> =Chapter:6 – The Museum of Experts- El Museo de los Expertos. (Creating a Museum in the K classroom) <u>E-RESERVE</u> -https://www.pblworks.org/ (Project -Based Learning - <i>recommended</i>) 	<p>Required Readings – SS & HE Chaps</p>
	<u>Health Education</u>	-Articles under SS
	-Chap 21 [Required]	- Recommended (web site on Project Based Learning

IMPORTANT NOTE:

1. Continue reading “White Teacher” by Vivian Paley. You **may** wish to create a personal journal on your reflections on each chapter. Consider Qs – *What is her message to me in this chapter? What do I agree or/and disagree with? Points to Remember for my K classroom/or students.* **Only applicable if you are not done reading the book.**

Week 3: (i) Discussion & Posting Qs 1. *Knowing that the landscape of America keeps changing, will you teach Anti-Bias, Diversity and or Globalization in kindergarten? Why? Why Not?*

Qs. 2 *Please share two ways that you would actively teach Anti-Bias, Diversity and or Globalization in your classroom. Include relevant class readings, especially, Paley's White Teacher to enhance your response. (worth = 10 points)*

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WEB SITES -FYI

<https://www.pblworks.org/> (Project -Based Learning) *you will need to sign in.*

<https://atlas.nbpts.org/resources/>

https://www.3m.com/3M/en_US/gives-us/education/science-at-home/ (Science)

www.naeyc.org – ANOTHER GOLD MINE in Early Childhood Resources

Music & Creative Movement: FYI

Web site

Music

**Creative
Movement /Other**

www.songsforteaching.com

<http://mindsinmotion.org/about/>

www.putumayo.com

www.kidsongs.com

www.gonoodle.com

www.littlegiraffes.com/lettersongsrhymes.html

<https://pbskids.org/games/music/>

<http://singinggamesforchildren.com/index.htm?LMCL=egHZGV&LMCL=mO38bX&LMCL=egHZGV&LMCL=mO38bX>

<https://hobbylark.com/performing-arts/Creative-Movement-and-Dance-Lesson-Ideas-for-Preschool-children>

Week 14

Working on Final Unit Plan

-Read through the Instructions and Materials provided:

Tuesday 12/1/20 *Professional Lesson Plan Template*

And *Introduction to Family Template*

Thursday 12/3/20 *Preparing your Lesson Plans* *Working on Final Unit Plan*

Learning Outcomes – Revised Bloom’s Taxonomy

Assignment DUE *List of Children’s Literature on Family*

Exploring ATLAS

Begin work on the Unit Plan –

Week 15

Date **What to Do**

Tuesday 12/8/20

And -Continue work on the Unit Plan *Integrated Unit Plan Due 12/11/20*

Thursday 12/10/20

NAEYC STANDARDS (TO Guide Educator Preparation)

NAEYC Standard	Title/Descriptor	Brief Explanation/Key Words (My Summary)
<u>STANDARD 1.</u>	PROMOTING CHILD DEVELOPMENT AND LEARNING:	Overall Characteristics & Needs of a child/children; role of environment - accessibility & availability of specific resources; cultural expectations & values; adults,
<u>STANDARD 2</u>	BUILDING FAMILY AND COMMUNITY RELATIONSHIPS	Establish, Engage, Encourage – RELATIONSHIPS w/ families &

<u>STANDARD 3</u>	OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES.	community in classroom; Respect, Partnerships, Home Visits? Types, Role, Reason, Age appropriateness of Assessment; Embed these in Daily Routine; Ongoing, Collaborative; Contextual; Respect Emergent
<u>STANDARD 4</u>	USING DEVELOPMENTALLY EFFECTIVE APPROACHES	Understand Impact of Age appropriateness, Learning Environment, Relationships, Culture,
<u>STANDARD 5</u>	USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM	Knowledge (personal & theoretical) of Subjects, Content, Inquiry Tools, Disciplines, Domains of Learning, Resources, Standards; Outcomes, Evaluation
<u>STANDARD 6</u>	BECOMING A PROFESSIONAL	ECE profession Identify, Collaborate, Advocate
<u>STANDARD 7</u>	EARLY CHILDHOOD FIELD EXPERIENCES	Observation and Practice in EC settings

Dispositions

In 2010, the School of Education adopted the Professional Educational Program Teacher Candidate Dispositions. Dispositions are an integral facet of professional preparation and influence one success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions. Should the need arise; a tiered-approach is available and individualized to individual students.

InTASC #10

10r. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (disposition).

10t. The teacher embraces the challenge of continuous improvement and change (disposition).

NOTE: Important SOE/UWSP policies for all students

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, visit

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Equal Access for Students with Disabilities

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 to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Course Summary:

Date	Details	
Thu Sep 3, 2020	Page Week 1 - September 3rd	due by 11:59pm
Sun Sep 6, 2020	Discussion Topic Student Introductions Discussion	due by 11:59pm
Fri Sep 18, 2020	Assignment My K Experience, NAEYC Standard, & My classroom	due by 11:59pm
Sat Oct 3, 2020	Assignment Perspective on Assessment	due by 11:59pm
Fri Oct 9, 2020	Assignment Teaching Diversity in K?	due by 11:59pm
Fri Oct 23, 2020	Assignment K. Classroom Observation: Focus on ONE: Assessment, Learning Environment, Adult-Student Relationship	due by 11:59pm
Fri Oct 23, 2020	Assignment K. Classroom Observation: Focus on ONE: Assessment, Learning Environment, Adult-Student Relationship Copy	due by 11:59pm
Fri Nov 6, 2020	Assignment Lesson Plan on Persona Doll and Family	due by 11:59pm
Fri Nov 20, 2020	Assignment Case Studies: My Exploration & Discovery: Atlas Videos and Kindergarten Methods	due by 11:59pm
Fri Dec 4, 2020	Assignment Integrated Unit Plan (Signature Assignment)	due by 11:59pm
	Assignment Roll Call Attendance	