

ECED 301/701: 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, Laguage 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:

- Beloglovsky & Daly (2015): *Early Theories made visible.*- PART 1(theories) & PART 2(Socio-emotional devpt) available e-Reserve ONLINE
- Diamond, J, Grob, B, Reitzes, F. (2015) (Eds). *Teaching kindergarten: Learner-centered classrooms for the 21st century.* Columbia University: Teachers College Press. -**Assigned Chapters provided online – Library/E-Reserve**
- Gronlund, Gaye (2010) *Developmentally-Appropriate Play* -**Assigned Chapters provided online – Library/E-Reserve**
- ** Paley, Vivian Gussin. *White Teacher.* Harvard University Press. PURCHASE on your own from Amazon or Thriftbooks.com. **ECED 701 Level

COURSE CONTENT: (ECED 301 & ECED 701) - TENTATIVE

- 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 Dr. O. (ii) FEEDBACK on ATLAS Videos(subscription through School of Education Expired on 7/9/20; (iii) Lesson Plan on Diversity (Using a Persona Doll); (iv) 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.

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- 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**

Instructor Information Instructor: **Oluyomi A. Ogunnaike** **Ph.D.**

Office: Room 448-CPS Building

Virtual Office Hours: 2 - 3 (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 - 346 - 4742 during this hour.

Phone: 715 - 346 - 4742

Email: oogunnai@uwsp.edu

MODULES of Learning (*Tentative*)

○ **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; (*Beloglowsky* Text)

***Developmentally – Appropriate Practices** – NAEYC perspectives on Engaging & Teaching K
(*Kostelnik at al text*)

○ **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)

○ **Curriculum in K: Teaching and Planning Learning Activities**

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

- ❖ Practical Lessons from ATLAS
- ❖ Expressive Arts – Art, Music, Creative Movement & Creative Dramatics (Mayersky)
- ❖ 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 (Graduate Level)

- Other Class Readings
- **Tentative ZOOM Session on Fridays**

Assignments

Title of Assignment	Description	Relevant NAEYC Standard Points & Due Date
<p><u>Discussion POSTS</u> #1. My K Experience, NAEYC Standard, & My classroom</p> <p>#2. Perspective on Assessment</p> <p>#3. Teaching Diversity in K?</p>	<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>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>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>NAEYC Standard 1, 2, 3,5, & 6 - Posting DUE on 6/27/20 = 5 points</p> <p>NAEYC Standard 3-Posting DUE on 7/5/20 = 5 points</p> <p>ALL NAEYC Standards 1 – 7 Posting DUE on 7/12/20 = 10 points</p>
<p><u>K. Classroom Observation:</u> <u>Focus on ONE:</u> Assessment, Learning Environment, Adult-Student Relationship</p>	<p>Explaining the Kindergarten Classroom Observation Assignment:</p> <ol style="list-style-type: none"> 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 <p>-Choose your focus right at the top of the form (<u>Focus of Observation: Adult-Student</u></p>	<p>NAEYC Standards 1,3,5 DUE Date – 7/7/2020 10 points</p>

	<p><i>Relationships, OR Learning Environment, OR Assessment of Learning (circle ONE)</i></p> <p>-Fill the other sections A - C</p> <p>- Reflect on your Focus in D: Be sure to include class readings in this section.</p>	
<p><u>Lesson Plan on Persona Doll and Family</u></p>	<p>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. 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.</p> <p>=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:</p> <p>-Find a children's book on FAMILY.</p> <p>-Read your chosen book and think of one or two BIG IDEAS (rem. UbD) that you want your students to learn about family: <i>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.</i></p> <p>Think about how you can integrate a Persona Doll in exploring your BIG IDEAS on "family" with your kindergartners.</p> <p>Remember to formulate those Qs that will jump start your learners' interests e.g. <i>what is a family? What does a family mean to you? Do all families look alike?</i></p>	<p>NAEYC Standards 1, 2, 3, 4, 5, 6</p> <p>DUE Date – 7/10/2020 <i>10 points</i></p>
<p><u>Case Studies:</u> <u>My Exploration & Discovery: Atlas Videos and Kindergarten Methods</u></p>	<p>https://atlas.nbpts.org/resources/ Visit ATLAS web site Click on <i>Grade</i> – choose <i>Kindergarten</i></p> <p>Choose a total of FOUR cases to WATCH that feature these <u>subjects</u></p> <p>i. <u>Expressive Arts</u> – Art, Music, Creative Movement, Creative</p>	<p>NAEYC Standards 1, 2, 3, 4, 5, 6</p> <p>DUE - 7/13-7/17 =30 points</p>

	<p>Dramatics/Dramatic Play (Choose ONLY ONE)</p> <p>ii. <u>Language Arts</u></p> <p>iii. <u>Social Studies or Science</u></p> <p>iv. <u>Math or Health Education</u></p> <p>You will be watching <u>ONLY FOUR Cases</u>; 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</p> <p>Read the Commentary provided by the teacher. This will enable you to understand the context of what you are watching.</p> <p>Use the Charts provided (see the next four pages) to document designated information about each Atlas K. Video.</p>	
<p><u>Integrated Unit Plan (Signature Assignment)</u> -Lesson: Expressive Arts Integrate Art and Drama -Lesson: Language Arts -Lesson: Integrate Social Studies and Science -Lesson: Math/ STEM</p> <p>Integrate - <i>White Teacher</i> OR Chapter from <i>Teaching K for a Global World</i> in your Unit Plan</p>	<p>- Theme, Theory, Children’s books, Enduring Understanding, Essential Qs, Learning Outcomes, Standards: - <i>WI Model Academic Standards</i> 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.</p>	<p>NAEYC Standards 1, 2, 3, 4, 5, 6, 7</p> <p><i>7/17/20 = 100 points</i></p>
<p><u>Attendance & Participation</u></p>		<p><i>Worth = 30</i></p>

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
Attendance/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)

COURSE OUTLINE: SUBJECT TO CHANGE
MODULE ONE Week 1 (6/22 – 6/26)-

Date	Readings	Others
Monday 6/22	<p>- NAEYC Standards for Preparing Educators.</p> <p>- <i>Essentials of DAP</i>-by Kostelnik et al;</p> <p>- Diamond et al., Editors, 2015) <i>Teaching kindergarten: Learner-centered classrooms for the 21st century.</i>: E-RESERVE</p> <p>Chapter 1 Learner-Centered Teaching</p> <p>Chapter 2 Kindergarten: Where it starts and where it goes</p> <p>-“White Teacher” by Vivian Paley</p>	Required Readings
Tuesday, 6/23	<p><u>Tyre. (2009) <i>Skills Kids Need Before They Read</i></u></p> <p>- Morrison – Chapter on Kindergarten E-RESERVE</p> <p>- Ho & Funk (2018) <i>Promoting young children’s Social Emotional Health – <u>Young children</u></i>, 73 (1) 73-79</p>	Required Readings
Wednesday, 6/24	<p>-Theories that guide Us (*Focus on any 2 given theorists & approaches)</p> <p>i. Beloglovsky & Daly (2015): <i>Early Theories made visible.</i>-Part 1 E-RESERVE</p> <p>ii. Beloglovsky & Daly (2015): <i>Early Theories made visible.</i> Part 2 E-RESERVE</p> <p>-Gronlund (2010) DAP Play: - E-RESERVE</p> <p>i.Chapter 3 – Planning for Play</p> <p>ii. Chapter 5- Interacting with children to enhance Play</p>	Highly Recommended Readings
Thursday, 6/25	<p>Assessment</p> <p>– DPI tool/Chart -Assessment of Socio-Emotional Status of Young Children</p> <p>-Morrison Text on Assessment E-RESERVE</p> <p>-McDonald, P. (2018) – Observing, Planning, Guiding young children--- <i>Young Children</i>, 73, (1), 31-35 E-RESERVE</p>	Required Readings

Friday, 6/26	<u>Zoom Meeting from 1-2.</u> Please go to Zoom on Canvas to Log ON	Highly Recommended
Sat 6/27	Week 1 Discussion & Posting DUE by 11.59 See Canvas for detail.	

IMPORTANT NOTE:

- A. **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*
- B. **Week 1 Discussion & Posting - My K Experience, NAEYC Standard, & My classroom** (see details on CANVAS) DUE on 6/27
- C. **Prepare and document the following in a WORD DOC.**
 - 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?

WEEK 1 Posting DUE on 6/27/20 = 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 *Identify and write out the chosen standard e.g. Standard 1: Promoting Child Development*
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.

MODULE Week 2

Date	Readings	Others
Monday 6/29	<p>Understanding by Design - Basics</p> <p>-<i>Understanding by Design (Power Point Notes)</i></p> <p>- UbD Sample of Lesson Plan Template on Family</p>	Required Readings
Tuesday, 6/30	<p><u>BRAIN RESEARCH:</u></p> <p>Whole- Brain Learning https://youtu.be/SEpdD2zuavE</p> <p>https://www.youtube.com/watch?v=37s7FuZgXPA</p> <p>-Brain Research & Cambourne Conditions for Learning</p> <p>-Schiller, P – <i>Turning Knowledge into Practice. E-RESERVE</i></p> <p>-Rushton & Juola Rushton (2011)– <i>Brain & high Quality ECE classrooms</i></p> <p>-Wilson L (2014) – <i>Creating a Brain -based classroom.</i></p> <p>-----</p> <p><u>STEM:</u></p> <p>Listen to Webinar: Making & Tinkering with Stem https://www.youtube.com/watch?v=M67tDikVU6Q; by Cate Heroman : <i>What you need to know about Tinkering, Making, & Engineering</i></p> <p><u>ARTICLES ON STEM/MAKING:</u></p> <p>=Brahms & Wardrip (2017) <i>Learning the practices in Making. E-RESERVE</i></p> <p>=Ruzzi & Eckhoff (2017): <i>Stem Resources & Materials for engaging learning experiences E-RESERVE</i></p> <p>=Wilson-Lopez (2015). <i>Integrating Literacy & Engineering</i></p> <p>= Heroman (2017) (i) On STEM; (ii)Sample of STEM Making & Tinkering</p>	Required Readings
Wednesday, 7/1	<p><u>DIVERSITY: Anti-Bias / Persona Dolls</u></p> <p>=Find & read an article on ANTI-BIAS perspective www.naeyc.org</p> <p>=Whitney: <i>Using Persona dolls help children --- Anti-Bias – E-RESERVE</i></p>	Required Readings

	<p>= Personal Notes: Persona Dolls</p> <p>=Description of Amaze Dolls</p> <p>=Thomas, Meg – <i>Amaze Persona Dolls</i> – E-RESERVE</p> <p>= Shapon, Maria – <i>Learning in an Inclusive Community</i></p> <p><u>Globalization</u></p> <p>Tavangar: <i>Every Journey begins with a step.</i> E-RESERVE</p> <p>Ullmans: <i>Taking your classroom global.</i> E-RESERVE</p> <p>Lindsay – <i>Online Collaboration: How to Start</i></p>	
Thursday, 7/2	<p>Mayesky TEXT Readings:</p> <p><u>Art</u> – Chaps 9 & 11 (Recommended)</p> <p>Chaps 10 & 12 (Required)*</p> <p>-----</p> <p><u>Creative Dramatics</u>- CHAP 15(Required)*</p> <p>-Kosoff & Doane: <i>Bringing Stories to Life</i></p> <p>-Bonnie Ripstein (2018) - “<i>There’s a Story in My Picture!</i>” <i>Connecting Art, Literacy, and Drama through Storytelling in a Kindergarten Classroom. Young Children</i> - <u>E-RESERVE</u></p> <p>- Diamond et al., Editors, 2015) <i>Teaching kindergarten: Learner-centered classrooms for the 21st century.</i>: <u>E-RESERVE</u></p> <p>=Chapter 5: They thanked the Bear, Then they ate the bear- an Integrated Block-Based Curriculum <u>E-RESERVE</u></p>	<p>Recommended:</p> <p><i>Chaps 9 & 11 of Text</i></p> <p>Required Readings –</p> <p><i>Chaps 10, 12, 15</i></p> <p><i>Articles on Creative Dramatics</i></p>
Friday, 7/3	<p><u>Zoom Meeting from 1-2. CANCELLED</u></p> <p>Please go to Zoom on Canvas to Log ON</p>	
Saturday 7/4	<p>Week 2 Discussion & Posting DUE by 7/5 11.59</p> <p>See Canvas for detail.</p>	
Sunday, 7/5		

IMPORTANT NOTE:

A. 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*

B Week 2: Discussion & Posting - Perspective on Assessment (see details on *CANVAS*) **DUE on 7/5**

Perspective on Assessment: Post your response to the following questions

-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?

Week 3 (7/6– 7/12) More on Curricula & Hands-On Learning – ATLAS & other web sites

Date	Readings	Other
<p>Monday 7/6</p>	<p>Mayesky TEXT Readings: Math & Science</p> <p><u>Math</u></p> <p>-Chap 20 (Required)</p> <p>- Diamond et al., Editors, 2015) <i>Teaching kindergarten: Learner-centered classrooms for the 21st century</i>. E-RESERVE</p> <p>=Chapter 9: Teaching Math in Kindergarten E-RESERVE</p> <p><u>Science</u></p> <p>-Chap 19 [Required]</p> <p>https://www.3m.com/3M/en_US/gives-us/education/science-at-home/ (<i>Science at Home website</i>) Required</p>	<p>Required Readings</p> <p><i>ALL: Text chaps, article, & web site.</i></p>
<p>*Tuesday, 7/7</p> <p><i>*DUE: Kindergarten Observation Assignment</i></p>	<p>Mayesky TEXT Readings: Music & Creative Movement</p> <p><u>Music</u></p> <p>-Chap 16 (Required)</p> <p>-<i>Musical play in EC classrooms: Taking it one step further.</i> By Ellen Carniglia (2013) <i>Young Children</i> (E- Reserve)</p> <p><u>Creative Movement</u></p> <p>-Chap 17 (Required)</p> <p>- Skoning -<i>Dancing the Curriculum.</i></p>	<p>Required Readings</p> <p>– <i>Music & CM Chaps</i></p> <p><i>Carniglia article in YC, 2013 – www.naeyc.org</i></p> <p>Recommended (<i>web sites on Music & Creative Movement</i>)</p> <p><u>see chart below</u></p> <p><i>*DUE: Kindergarten Observation Assignment</i></p>
<p>Wednesday, 7/8</p>	<p>Mayesky TEXT Readings: Social Studies & Health Education</p> <p><u>Social Studies</u> (SS)</p>	<p>Required Readings</p> <p>– <i>SS & HE Chaps</i></p> <p>-Articles under SS</p>

	<p>-Chap 22 [Required]</p> <p>- <i>Social Studies Strands</i> (Word doc)</p> <p>-Friedman’s <i>SS in Action</i> - PDF</p> <p>- Mindes, G’s <i>Pushing Up SS</i> - PDF</p> <p>- Diamond et al., Editors, 2015) <i>Teaching kindergarten: Learner-centered classrooms for the 21st century.</i>: E-RESERVE</p> <p>=Chapter:6 – The Museum of Experts- El Museo de los Expertos. (Creating a Museum in the K classroom) E-RESERVE</p> <p>-https://www.pblworks.org/ (Project -Based Learning - <i>recommended</i>)</p> <p><u>Health Education</u></p> <p>-Chap 21 [Required]</p>	<p>Recommended (<i>web site on Project Based Learning</i>)</p>
Thursday, 7/9	DAY OFF - to ensure completion of ATLAS Website Assignment	
*Friday, 7/10	<u>Zoom Meeting from 1-2.</u> Please go to Zoom on Canvas to Log ON	<i>*DUE: Kindergarten Lesson Plan on Persona Dolls and Family.</i>
<i>*DUE: Kindergarten Lesson Plan</i>		
Saturday 7/11	Week 3 Discussion & Posting DUE by 7/12/20 @11.59 See Canvas for detail.	
Sunday, 7/12		

IMPORTANT NOTE: Week 3 Module

- A.** 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.**

B 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)

ii. Assignments DUE:

Observation of a Kindergarten Classroom – 7/7/20: See Canvas for Detail

Lesson Plan on Diversity & Family in K DUE – 7/10 (See Canvas for detail)

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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/> (till July 9, 2020)

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://www.bigeyedowl.co.uk/songs.htm		
https://howtoadult.com/music-brain-development-young-children-4365.html		

<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>

MODULE FOUR Working on Final Unit Plan

Date	What to Do	
<p>Monday 7/13</p> <p><i>Assignment DUE</i> <i>Exploring ATLAS</i></p>	<p>-Read through the Instructions and Materials provided:</p> <p><i>Professional Lesson Plan Template</i></p> <p><i>Introduction to Family Template</i></p> <p><i>Preparing your Lesson Plans</i></p> <p><i>Learning Outcomes – Revised Bloom’s Taxonomy</i></p> <p><i>List of Children’s Literature on Family</i></p> <p>Begin work on the Unit Plan –</p>	
<p>Tuesday, 7/14</p> <p><i>Assignment DUE</i> <i>Exploring ATLAS</i></p>		
<p>Wednesday, 7/15</p> <p><i>Assignment DUE</i> <i>Exploring ATLAS</i></p>		
<p>Thursday, 7/16</p> <p><i>Assignment DUE</i> <i>Exploring ATLAS</i></p>		<p><i>Assignment DUE</i> <i>Exploring ATLAS</i></p>
<p>Friday, 7/17</p> <p><i>-Assignment DUE</i> <i>Exploring ATLAS</i></p> <p><i>-Final Unit Plan</i></p>	<p><u>Zoom Meeting from 1-2.</u> Please go to Zoom on Canvas to Log ON</p> <p>CANCELLED – Family Emergency</p>	<p><i>Exploring ATLAS</i></p> <p>Final Unit Plan</p>

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 & community in classroom; Respect, Partnerships, Home Visits?
<u>STANDARD 3</u>	OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES.	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>.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<https://www.uwsp.edu/disability/Pages/legalInformation/index.aspx>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services & Assistive Technology Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services & Assistive Technology Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here:

