**Instructor:** Krista Gylund

**Virtual Office Hours:** Upon request

**Zoom Class Meetings:** Wednesdays 6-7 p.m. (6/2, 6/9, 6/16, 6/23, 6/30, & 7/7)

**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:**

ECED 301 examines the Kindergartner as a whole child with very specific physical, language, socioemotional & 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 on FAMILY- 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 Reading Reflections and Activites on WEEKLY QUESTIONS/Big Ideas shared by Ms. Gylund. (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 from Canvas videos; Prepare a Lesson Plan on the use of Persona Dolls in your classroom

**Learning Outcomes:**

**Knowledge: (Describe, Explain, List)**

• 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:** **(Design, Plan, Demonstrate)**

• 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 videos on Canvas (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

**See Canvas for MODULES of Learning**

ECED 301 Calendar of Assignments and Point Values

Readings Subject to Change: See Canvas for Additional Readings

|  |  |  |  |
| --- | --- | --- | --- |
| WEEK & DATES | WEEKLY RESOURCES READINGS/VIDEOS/OTHERS | ASSIGNMENTS | NAEYC Standards |
| Week 1: 6/1-6/5 | \*NAEYC: Standards for Preparing Educators  \*DPI InTASC Teaching Standards  \**White Teacher*, (Paley, V.)  \*Kindergarten Common Core State Standards | \*Reading Reflection 1=2 pts  \*Kindergarten Experience=10 pts | 1,2,3,5, 6 |
| Week 2: 6/6-6/12 | \*Text Part 1: *Creative Activities and Curriculum for Young Children*, Mayesky, M. (2015)  \*Persona Dolls Explained | \*Reading Reflection 2=2 pts  \*Lesson Observation=10 pts | 1,3,5 |
| Week 3: 6/13-6/19 | \*Text Part 2: *Creative Activities and Curriculum for Young Children*, Mayesky, M. (2015) | \*Reading Reflection 3=2 pts  \*Lesson Plan on Diversity & Family in K=10 pts | 1,2,3,4,5,6 |
| Week 4: 6/20-6/26 | Part 3: *Creative Activities and Curriculum for Young Children*, Mayesky, M. (2015) Pgs. 182-254 | \*Reading Reflection 4=2 pts  \*Persona Doll Lesson Plan=10 pts | 1,2,3,4,5,6 |
| Week 5: 6/27-7/3 | Part 4: *Creative Activities and Curriculum for Young Children*, Mayesky, M. (2015) Pgs. 255-334  \*Persona Dolls | \*Reading Reflection 5=2 pts | 1,2,3,4,5,6 |
| Week 6: 7/4-7/9 | Part 5: *Creative Activities and Curriculum for Young Children*, Mayesky, M. (2015) Pgs. 335-556 | \*Reading Reflection 6=2 pts  \*Final Unit Plan-Family=100 pts | 1,2,3,4,5,6 |

**Total** = 152 Points

**Grading Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| 100% -94% = A | 87%-89% = B+ | 77%-79% = C+ | 67%-69% = D+ |
| 84%-86% = B | 74%-76% = C | 64%-66% = D |
| 90%-93% = A- | 80%-83% = B- | 70%-73% = C- | 63% & below = F |

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.

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 course 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.

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