

**UW-STEVENS POINT**  
**SCHOOL OF EDUCATION**

**COURSE NUMBER:** ECED:301

**Section:** 2

**SEMESTER/YEAR:** Fall 2022

**COURSE TITLE:** Curriculum & Methods: Kindergarten

**CREDITS:** 3

**CLASS DAYS & TIME:** Mondays, Wednesdays, & Fridays 11:00-11:50am

**LOCATION:** CPS 208

**INSTRUCTOR:** Dr. Sarah Beaulieu (she, her, hers)

Email: [sbeaulie@uwsp.edu](mailto:sbeaulie@uwsp.edu)

Office: CPS 451

Office hours: Mondays and Wednesdays 12:00-1:45pm & by appointment (booking link on Canvas)

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### Course Description

This course examines the Preschooler/Kindergartener as a whole child. It will examine their very specific physical, language, social-emotional, and cognitive growth and needs; and how such needs can be met in the early childhood classroom. Students will understand that kindergarten has undergone several changes that affect how educators plan and implement developmentally appropriate practices/curricula for early learners. This course also requires a minimum of 10 hours preclinical experience in either a 4K/preschool setting or a kindergarten classroom. The course specifically examines how:

- Young children fit into the theories of Piaget, Vygotsky, Gardner, Montessori, and early brain research.
- The early childhood educator designs the classroom, plans developmentally appropriate curricula in expressive arts, language arts, mathematics, science, social studies, and health education for the preschooler/kindergartener.
- To ensure the deliberate integration of STEM, intentional play, expressive arts, language arts, social-emotional learning, science, social studies, math, and health education; anti-bias perspectives in promoting diversity in early childhood classrooms.
- Assessment can be integrated authentically in the classroom.
- Knowledge of the changes affecting Kindergarten and the academic implications that provide the foundation for a successful learning experience.

## Course Learning Outcomes

- 1) Students will describe the growth and 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 the global age)
- 2) Students will identify and apply principles of authentic assessments and knowledge of learners in preparing learning activities in an early childhood classroom (preschool/kindergarten).
- 3) Students will design an integrated thematic unit plan- integrating language arts, science, social studies, mathematics, expressive arts, and social-emotional for all learners in a Preschool/Kindergarten classroom.

## General Education Program Learning Outcomes

### **KNOWLEDGE (KNOW)**

- Participants will describe how their knowledge of specific theories guides how they teach young learners.
- Participants will explain and practice how to align their teaching practices with CCSS and WMELS for young learners.
- Participants will incorporate diversity into their teaching practices.

### **SKILLS (ABLE TO DO)**

- Participants will be able to design learning activities reflective of their knowledge of young learners and the appropriate standards.
- 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.

### **DISPOSITION (VALUE/APPRECIATE)**

- Participants will appreciate planning standards based and developmentally appropriate learning activities for young learners.
- Participants will value authentic assessment in planning and implementing age-appropriate activities for young learners.
- Participants will value how to integrate language arts, science, social studies, mathematics, expressive arts, and Social-Emotional content in Preschool/Kindergarten classrooms.

## Evaluation/Course Requirements

Assignment	Points	Percentage	Relevance to NAEYC Standard
My Kindergarten Experience	40 pts.	7%	1, 2, 3, 5, 6
Purposeful Play Book Study	90 pts.	14%	1, 2, 8, 9
Weekly Assignments (12)	10 pts./each (120 total)	20%	1, 2, 3, 4, 5, 6, 7
Preclinical Reflection	30 pts.	5%	1, 2, 3, 7, 8, 9,
Final Unit Plan	100 pts.	16%	1, 2, 3, 4, 5, 6, 7, 9
Peer Teaching Lesson	20 pts.	4%	1, 2, 3, 4, 5, 6, 7, 9
Attendance/Participation (43)	215 pts. (5 pts/class)	34%	
	<b>615 pts. Total</b>	<b>100%</b>	

## Description of Course Assignments

### My Kindergarten Experience

**40pts.**

Briefly summarize your experience as a Kindergartner. Connect this experience to **ONE** of the NAEYC standards (there are seven of them). Explain how your experience reflected this standard; **AND** how the standard would guide your knowledge and planning of age-appropriate curricula in your classroom. Further instructions and rubric available in CANVAS.

### Purposeful Play Book Study Questions

**90 pts.**

Provide meaningful chapter reflections along with thorough answers to the guided questions provided as related to the course required text: Purposeful Play: A Teacher's Guide to Igniting Deep and Joyful Learning Across the Day. Guiding questions and rubric available in CANVAS.

### Weekly Assignments (12 total)

**120 pts. (10 pts. each)**

Throughout the semester there will be assignments as related to the course readings to help you gain the knowledge, skills and disposition that are needed to become effective teachers. You will show evidence of your knowledge and understanding by completing written tasks as groups and individually. Assignment specifics and rubrics available in CANVAS. Please note #3 will require you to attend the Chancellor's Inauguration event on Friday, September 23<sup>rd</sup> in the DUC Laird Room at 10:30am.

Weekly Assignment #1: Intentional & Effective Reflection (individual)

Weekly Assignment #2: Theory Application and Reflection (small groups)

Weekly Assignment #3: Chancellor Gibson's Inauguration Reflection (individual)

Weekly Assignment #4: Theorist Infographics (partners)

Weekly Assignment #5: Learning Centers (individual)

Weekly Assignment #6: Unit Plan- Stage 1 Check-in (small groups)

Weekly Assignment #7: Development (partners)

Weekly Assignment #8: Power of Yet (individual)

Weekly Assignment #9: Forms of Assessment (partners)

Weekly Assignment #10: STEAM (individual)

Weekly Assignment #11: Anchor Chart (partners)

Weekly Assignment #12: Diversity Children's Books (individual)

### **Preclinical Reflection**

**30 pts**

Prepare a formal paper summarizing their preclinical experiences. This paper should be a minimum of three pages and should be reflective in nature as you look back on preclinical experiences, observations, and course readings. Summary instructions and a rubric available in CANVAS.

### **Unit Plan**

**100 pts.**

This assignment involves the preparation and implementation of a thematic, developmentally appropriate learning unit within the kindergarten classroom using the framework of Understanding by Design (UbD). Lessons may include literacy, math, social/emotional, gross motor, fine motor, read-aloud stories, sensory exploration, science, social studies, health education, and expressive arts. Unit plan specifics and rubric available in CANVAS.

### **Peer Teaching Lesson**

**20 pts.**

Each unit plan group will choose one lesson from their unit plan to teach in class. Each group will have 25 minutes to teach their lesson and complete the activity to our class as if we were kindergarten-aged students. Each group must provide a copy of the lesson plan to the instructor prior to the class period in which they are presenting the activity. A rubric for this assignment is available on Canvas.

### **Attendance & Participation**

**215pts (5 pts. for each class)**

You are required to attend each class period and come prepared to discuss readings and collaborate with your peers on course activities. See attendance information further down.

### Grading Scale

100-95% = A

94-90% = A-

89-87% = B+

86-84% = B

83-80% = B-

79-77% = C+

76-74% = C

73-70% = C-

69-67% = D+

66-64% = D

63-60% = D-

< 59% = F

## Required Course Materials

Epstein, A. S. (2014). *The intentional teacher: Choosing the best strategies for young children's learning*. National Association for the Education of Young Children.

Mraz, K., Porcelli, A., & Tyler, C. (2016). *Purposeful play: A teacher's guide to igniting deep and joyful learning across the day*. Heinemann.

## Assignment Criteria/Late Work

**Quality:** Papers must demonstrate scholarship and higher-level thinking skills. Ideas must be clearly stated, using inclusive language. Statements must be supported by concrete examples and reliable references. Paragraphs must be logically organized and coherent with correct spelling and grammar. More than one grammatical/mechanical error per page (on average) does not constitute "A" work. Overall appearance must be polished and professional. Papers must be word-processed and double-spaced.

**Originality:** All work must be original for this class. Work done for other classes will not be accepted. Information that is not the student's original work must be documented by citing the source using APA 7<sup>th</sup> edition.

**Submission Format:** Unless otherwise noted, all assignments must be submitted **electronically** on CANVAS uploaded in student folder **on or before the due date by 2:00pm**. Each assignment must be submitted as a single WORD document. *The top page of each paper must have name, date, course number, and assignment name.*

**Timeliness/Late Work:** One point or one letter grade will be deducted from the assignment grade for each day that work is submitted late. A failing grade, or an incomplete will be given for noncompletion.

## Technology Guidelines

**Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

**Online Resources/Programs:** This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your

peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

## Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## Communicating with your Instructor

Email is the quickest way to reach me at: [sbeaulie@uwsp.edu](mailto:sbeaulie@uwsp.edu)

Call or text my phone: 262-719-5633 (be sure to include your name and course)

Zoom Videoconference is also available by request.

## **Communicate Clearly**

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

## Office hours

I am available without an appointment on the days/times listed above. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class. I do not hold normal office hours during the following weeks: (Thanksgiving week, Spring Break, Summer Break, and finals weeks.)

## Attendance

Attending class will likely be the single most important factor in determining your performance and grade in this course, so plan to attend every class. In most class meetings you will have at least one activity and/or discussion that will impact your grade, and your class discussions will count toward participation points. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. *If you are going to be absent, you must email the instructor at least 2 days prior to the absence and describe how you plan to make up the content missed.*

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or [DOS@uwsp.edu](mailto:DOS@uwsp.edu).
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

## Covid-19

Please note the following Fall 2022 guidelines for this course related to COVID-19:

UWSP continues to monitor the evolving COVID-19 situation and align its academic planning with guidance from the local and state health officials. Their primary goal is to protect the health and safety of its students, faculty, staff, and the community, while delivering quality education. In the event you are unable to participate in the course due to illness or experiencing symptoms consistent with COVID-19, notify the course instructor as soon as possible so that accommodations can be made. If you are experiencing symptoms, please do

not attend class and seek out campus resources. Please continue to monitor information shared with the campus regarding changes in operations and policies.

## Emergency Procedures

- In the event of a medical emergency call 9-1-1 or use campus phone [list location in room or nearest your classroom]. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, proceed to the lowest level interior room without window exposure at [list primary location for shelter closest to classroom,]. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a fire alarm, evacuate the building in a calm manner. Meet at [state logical location to meet 200 yards away from building]. Notify instructor or emergency response personnel of any missing individuals.
- Active Shooter – RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point.

## Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

## Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and



- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

## 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.*

## Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall Ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553.  Health Care, Delzell Hall, ext. 4646

[Click here](#) to flag a policy or practice that disproportionately affects marginalized students

### **UWSP Service Desk (1<sup>st</sup> Floor, Albertson Hall)**

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan,

and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

### Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually, I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

### Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*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.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

## Other Campus Policies

### **FERPA**

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

### **Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

## **Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

## **Drug Free Schools and Communities Act**

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

## **Copyright infringement**

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

## **[Voter Registration Information](#)**

**Register:** Did you know you can register to vote and check your voter registration status at [vwww.myvote.wi.gov](http://vwww.myvote.wi.gov)?

**Vote:** In Wisconsin, you can vote absentee - or vote from home - in any election. You can request your absentee ballot at [www.myvote.wi.gov](http://www.myvote.wi.gov) (select "Vote Absentee" on the navigation page).

**Make a Difference:** Sign up to work the polls on election day by contacting your local city clerk office (find your clerk at <https://myvote.wi.gov/en-us/PollWorker>).

For more information on registration and voting procedure, visit your campus resource page at <https://linktr.ee/UWSPGOTV> or [www.myvote.wi.gov](http://www.myvote.wi.gov)

## Course Schedule

### Course Outline

*(Subject to Change)*

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings (done prior to class)</b>	<b>Assignments</b>
1	September 7	Team Building & Introductions	--	
1	September 9	Review Syllabus & Effective Teaching	--	
2	September 12	Intentional Teaching	Epstein Chapter 1	<i>Kindergarten Experience Due</i>
2	September 14	Best Practices	Epstein Chapter 2	
2	September 16	Approaches to Learning	Epstein Chapter 3	<i>Weekly Assignment #1 Due</i>
3	September 19	Learning Theories: Piaget & Vygotsky	CANVAS	
3	September 21	Learning Theories: Erikson & Bandura	CANVAS	
3	September 23	Chancellor's Inauguration DUC Laird Room 10:30am.	--	<i>Weekly Assignment #2 Due</i>

4	September 26	Learning Theories: Bronfenbrenner & Montessori	CANVAS	<i>Weekly Assignment #3 Due</i>
4	September 28	Learning Theories: Bandura & Maslow	CANVAS	
4	September 30 No F-2-F	Learning Theories: Gardner & Dweck	CANVAS	<i>Weekly Assignment #4 Due</i>
5	October 3	Learner Centered Teaching	CANVAS	
5	October 5	Play Isn't a Luxury	Mraz, Porcelli & Tyler Chapters 1	
5	October 7	Balanced Play	Mraz, Porcelli & Tyler Chapters 2	<i>Weekly Assignment #5 Due</i>
6	October 10	Kindergarten (Past, Present, Future)	CANVAS	
6	October 12	Brain Research	CANVAS	
6	October 14	Understanding by Design (UbD)	CANVAS	

7	October 17	Creating an Environment	Mraz, Porcelli & Tyler Chapters 3	
7	October 19 NO F-2-F	Stage 1 (UbD) Work time	--	
7	October 21 NO F-2-F	Development	Epstein Chapter 5	<i>Weekly Assignment #6 Due</i>
8	October 24	Caring Kids	Mraz, Porcelli & Tyler Chapter 4	
8	October 26	Social-Emotional Learning	Epstein Chapter 4	
8	October 28	Playing Together: Negotiation	Mraz, Porcelli & Tyler Chapter 5	<i>Weekly Assignment #7 Due</i>
9	October 31	Growth Mindset	Mraz, Porcelli & Tyler Chapter 6	
9	November 2	Routines and Procedures	CANVAS	
9	November 4	Circle Time/Morning Meetings	CANVAS	<i>Weekly Assignment #8 Due</i>
10	November 7	Assessment Stage 2- (UbD)	CANVAS	

10	November 9	Technology	CANVAS	
10	November 11	Literacy and Language	Epstein Chapter 6	<i>Weekly Assignment #9 Due</i>
11	November 14	Mathematics	Epstein Chapter 7	
11	November 16	Social Studies	Epstein Chapter 9	
11	November 18	Science	Epstein Chapter 8	<i>Weekly Assignment #10 Due</i>
12	November 21	Inquiry	Mraz, Porcelli & Tyler Chapter 9	
12	November 23	Tapping into Student Interests	Mraz, Porcelli & Tyler Chapter 7	
12	November 25	Thanksgiving- NO CLASS	--	
13	November 28	Playful Tools and Charts	Mraz, Porcelli & Tyler Chapter 8	
13	November 30	Creative Arts	Epstein Chapter 10	<i>Weekly Assignment #11 Due</i>



13	December 2	Differentiation	CANVAS	<i>Purposeful Play Reflections &amp; Questions Due</i>
14	December 5	Diversity	CANVAS	<i>Weekly Assignment #12 Due</i>
14	December 7	Peer Teaching Lessons Groups 1 & 2	--	
14	December 9	Peer Teaching Lessons Groups 5 & 6	--	<i>Final Unit Plan Due</i>
15	December 12	Peer Teaching Lessons Groups 3 & 4	--	
15	December 14	Peer Teaching Lessons Groups 7 & 8	--	<i>Practicum Reflection Due</i>
FINAL	December 19 10:15-12:15	FINAL	--	<i>Practicum Hour Log Due</i>