

**EDEC 4243**  
Section .002



**Fall, 2012**  
Tu, Th 12:30AM – 1:50PM

## **ENVIRONMENTAL PROCESSES AND ASSESSMENT**

**Course Description:** Considers early childhood learning processes as well as implications for individual, group, and program assessment. Areas of emphasis include development of skills in selection, use and interpretation of developmentally appropriate practices. Focus areas include formal, informal and holistic assessment instruments as well as learning environment materials and resources. Implications for technology in assessment and management are discussed. Laboratory experiences required.

**Credit Hours:** .03, with 3 hours per week in class, 25 hours per semester in lab placement

**Prerequisites:** DFST students must have completed DFST 3123 and DFST 4233; EC-6 students must have completed EDEC 3613 and DFST 1013.

**Course Webpage:** <http://www.coe.unt.edu/Hagen/EDEC4243>

### **Dr. Carol Hagen:**

Office Location: 124 Matthews Hall, 218J Matthews Hall

Office Hours: Tu and Th 10:00am- 11:30am and by appointment

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Instructor Web Site: [www.coe.unt.edu/hagen](http://www.coe.unt.edu/hagen) Instructor email: [hagen@unt.edu](mailto:hagen@unt.edu)

CDL Web Site: [www.coe.unt.edu/cdl](http://www.coe.unt.edu/cdl)

### **Texts:**

The Complete Learning Centers Book, Isbell (optional)

## **University and College of Education Information**

The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

The University of North Texas College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs and activities, as specified by federal laws and regulations. The designated liaison for the department within which this course is housed is Dr. J. Laney. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 201.

## Course Objectives

### The student will:

1. Formulate teaching techniques and guidance strategies which support and encourage the social, emotional, physical, language and cognitive development of children ages three through five, including those who are culturally, linguistically and ability diverse.
2. Plan, implement and evaluate integrated learning experiences (three total) that are based on observations of the individual needs and developmental level of a particular diverse group of young children, during weekly participation in the Child Development Laboratory, Denton Christian Preschool, the Children's Place, or the Ann Windle School for Young Children.
3. Participate in class, through group presentations and discussion of required reading and current topics under consideration, and learn effective ways to communicate and present information to others in a professional manner while working as part of an instructional team.
4. Learn and practice effective techniques for ensuring successful parent and teacher interactions with a variety of family cultures and structures.
5. Evaluate developing teaching skills, including identification of strengths and weaknesses, both individually and in discussions with the head teacher.
6. Collect and critique information on resources useful in planning curriculum activities for developmentally and culturally diverse children, ages three through five.
7. Pass a midterm and a final exam based on readings and class discussions, indicating an ability to utilize course content.
8. Collect a variety of data on one particular child for assessment, evaluation and planning purposes, as well as making observations of all children in the group.
9. Learn the components of ethical professional practice, and discuss and reflect on them with others using situational examples.

## Course Requirements

1. **Initial Observation Worksheet**  
Sometime during the first two weeks of the semester, visit the Child Development Laboratory for one hour and familiarize yourself with the facility, materials and activities. You will be given a worksheet to complete. **This assignment is the only assignment that may be hand written.**
2. **Quiz on Activity Plans within the Project Approach**  
After discussion of the Project Approach and lesson planning, students will work on three integrated plans for the children they are working with in the preschool classroom. Students must receive a satisfactory grade on a quiz over this material before integrated activity plans will be approved by the instructor.

### 3. Activity Plans

During week nine (9) through week thirteen (13), each student will be responsible for planning a total of three(3) integrated activities based on the project approach that are appropriate for the children with whom he or she is working. As you plan these activities, **USE ONLY THOSE CURRICULUM AREAS WHICH HAVE ALREADY BEEN PRESENTED IN CLASS.** The general curriculum areas from which each student may select are (choose 3):

Art / Woodworking

Cooking / Nutrition

Language and Literacy

Large Motor / Outdoor Play

Math / Manipulatives / Computers

Dramatic Play (Prop Box Only) / Blocks

Life / Physical / Health / Environmental Science

Music

**One of your three activity plans must be for Dramatic Play with prop box materials.** The student will submit a completed typed activity plan form to the course instructor for approval the week **before the plan is to be carried out** (this form is available on your instructor's web page). The course instructor will read and approve (or suggest changes in) the activity plan and give or fax it to the classroom head teacher for inclusion in the calendar for the following week. Those activity plans needing additional work will be returned to the student for revision first. Plans must be approved by the instructor before they will be passed on to the classroom head teacher for scheduling. **Credit will not be given for lesson plans carried out without prior approval of first the course instructor, and then the head teacher.** Please plan your schedule so that you can concentrate on only one of your planned activities during any visit to your lab placement.

Activity plans must reflect developmentally appropriate practice, and be relevant for the children with whom they are to be used. If songs, finger plays, recipes, etc., are used, they are to be attached. A lending library of curriculum and management resource books and journals is available for student use. These may be checked out for 1 to 3 days for your use (please borrow no more than 3, and return before taking more). All consumable supplies needed to carry out activities will be provided by the Child Development Laboratory (exceptions may be "found" items such as coffee cans, egg cartons, etc.) **NO FOOD ITEMS MAY BE USED AS ART OR PLAY MATERIALS.** Collect items you will be using in advance, and label with your name so others don't use them. Check all cabinets and closets in the Child Development Laboratory before turning in a shopping list. Fill out and turn in a shopping list form only after you have checked **and** asked whether an item is available for use. You will be advised of **some items that cannot be used (sugar and other sweets, pork, food coloring and prepared foods)**. Shopping list forms are available on the counter in Room 130, next to the assistant teacher mailboxes. **Shopping list deadline: Thursday, 5:00 p.m.,** for use in the following week. **YOU SHOULD NOT NEED TO PURCHASE ANY CONSUMABLE MATERIALS YOU USE FOR THIS CLASS, if you turn in a shopping list on time.** As activities are planned and prepared, and throughout the semester, the following should be kept in mind:

- a. Activities should be prepared and ready before you sign in for the day. **Do not use lab time to prepare materials you will use in your activities with the children.** After completion of each activity, fill out the evaluation portion of the activity plan form. The head teacher will also fill out an evaluation form. Activity plan forms, including any corrections, and the teacher evaluation forms must be **stapled together** and given to the

course instructor on assigned dates for final grading. If you prefer privacy, please use a cover sheet.

- b. It is expected that you will spend some time discussing your lab participation with your head teacher. You should be able to do this during your scheduled participation time, but please make sure it is a convenient time for both you and the head teacher.
- c. If you must miss a laboratory session, contact the designated person at your placement site **in advance**. **ALL TIME MISSED IN YOUR LAB PLACEMENT MUST BE MADE UP. A TOTAL OF 25 HOURS IN LAB PLACEMENT IS MANDATORY FOR STUDENTS IN EDEC 4243 TO PASS THE COURSE.**
- d. Sign in and out for each lab participation as directed by the head teacher you are assigned to, checking for special messages. Please be accurate to the minute. If you choose to stay longer than your assigned time, this time will not apply toward total lab hours. You may not participate in your lab setting for any amount of time less than one hour.

#### 4. **Group Assignment – Workshop Presentation**

Students will be provided with guidelines for planning, carrying out and evaluating a workshop/presentation, and will work with others on an instructional team to present to the class a set of integrated learning experiences based on one of the curriculum areas (see section 2 above). Integrating Music will be presented by the instructor, to help serve as a model. Presentations will be based on readings in the topic area, and should be creatively presented using hands-on activities, displays, and other forms of class involvement.

A handout including appropriate activities and materials used in the presentation is to be designed and given to class members. This material will be copied for you at no charge, if brought to the Child Development Laboratory office at least two days in advance of use. Make sure all copies are clear, clean and easily read, either all front/back or all one sided, with no wasted space. Specific requirements for this assignment will be posted on the web page.

Activities used in the workshop must be hands-on, real materials, and must reflect developmentally appropriate practice. Inclusion of materials and activities inappropriate to preschool aged children reflects an inadequate understanding of child development and early childhood education. Be sure to review all materials related to this assignment on the class web site, including the rubric used for evaluation.

#### 5. **Midterm and Final Exams**

There will be a midterm and a final exam/activity, focusing on putting theory into practice. Material covered in class, on the web site, in the text and in handouts will be included.

#### 6. **Portfolio Assessment Assignment**

A portfolio of material showing an ability to assess a child's strengths and needs, and to plan and evaluate appropriate learning activities, will be collected during the semester. At least one (1) of the three (3) activity plans used in the laboratory setting is to be based on the needs

of this child and carried out with the child and other peers who would also benefit from the planned activity. Some of the work on the portfolio will take place during class time, and some assignments will be carried out during the lab placement.

**Grading Scale**

Initial Observation and Checklist	50
Quiz on Integrated Activity Plans	50
Activity Plans (3) @ 50 pts.	150
Class Presentation	150
Midterm Exam	100
Child Assessment Portfolio	150
Evaluation by Lab Teacher	250
Final Exam	100
Total	1000

In order to lessen confusion for the children with whom you will work, lab participation will be scheduled in no less than two and one half (2 1/2) hour blocks. We will do our best to work with your schedule. Students will be assigned to work with and be supervised by the head teacher in an assigned classroom, with the hours available based on the schedules of each of the sites. You will be asked to provide several possible days and hours when you can participate and are expected to **be prepared to be flexible**, since we must make sure the child/teacher ratio remains reasonable and the requirements at each of the sites are met.

Please read this syllabus and all material on the web pages carefully, so you are familiar with all class expectations. Reading assignments should be read before coming to class on the scheduled day. It is expected that each student will show the same high level of enthusiasm and respect toward fellow students and cooperating teachers that should be found in the professional field of early childhood education. Roll will be taken at the beginning of each class meeting. The majority of the activities in this course involve “hands-on” learning. You are allowed two (2) absences – for any reason - with no penalty. Absences are neither excused nor unexcused. Arriving late (more than 10 minutes) and/or leaving before class is dismissed will count as partial absences. Three (3) partial absences will equal one (1) class absence. Missing more than two (2) classes will lower your final course grade. Sixty (60) points will be deducted from your final course grade on your 3<sup>rd</sup> absence. On your 4<sup>th</sup> absence you will either be automatically dropped or receive an F in this course. Again, since this class uses a constructivist approach, **class attendance is a vital part of the course content.**

**Policies in the UNT undergraduate catalog regarding the Code of Student Conduct and Discipline will be followed. This course syllabus is intended to be a guide and may be amended at any time by the instructor.**

**Attention Potential Teaching Certificate Students:**

Plan now to keep copies of class assignments, including self-reflection journals or logs, handouts that may be useful resources to you as a teacher, proof of attendance at professional meetings, and any other course materials and products which may reflect your development as a teaching professional. During the advanced courses you take, you will be required to present these collected materials in a professional portfolio format. You should not be concerned if this portfolio includes work where your skills were still developing (with a lower grade) as long as later work shows that knowledge and skills essential to good teaching have been mastered.

**Pedagogy and Professional Responsibilities (PPR) used in this course**

**Domain I: Designing Instruction and Assessment to Promote Student Learning**

Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs. A, B, C, D, E, H, I, J

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning. A, B, C, E, G

Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives. B, C, E, F, H

Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments. A, B, D, F, G, J, L, N

**Domain II: Creating a positive, productive classroom environment**

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive. A, B, C, D, E, F, G

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior. A, B, C, D, E, I, J

**Domain III: Implementing effective, responsive instruction and assessment**

Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. A, B, C, D

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process. C, D, E, G

Competency 009: The teacher incorporates the effective use of technology to plan, organize deliver and evaluate instruction for all students. A

Competency 010: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students. A, C, E

Doman IV: Fulfilling professional roles and responsibilities

Competency 012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities. A, B, F, G, H, I

Competency 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas. A, C, G

### **Texas Prekindergarten Guidelines (2008) used in this course**

Introduction: i. through ix.

Skill Domains:

- |       |  |                   |
|-------|--|-------------------|
| I.    | Social and emotional development. A, B, C, D | (pages 38 – 48)   |
| II.   | Language and communication A, B, D, E        | (pages 50 – 65)   |
| III.  | Emergent Literacy Reading A, B, C, D         | (pages 67 – 77)   |
| IV.   | Emergent Literacy Writing A, B, C, D         | (pages 78 – 82)   |
| V.    | Mathematics A, B, C, D, E                    | (pages 84 – 95)   |
| VI.   | Science A, B, C, D                           | (pages 96 – 100)  |
| VII.  | Social studies A, B, C, D 1 and 2            | (pages 102 – 105) |
| VIII. | Fine arts A, B                               | (pages 106 – 109) |
| IX.   | Physical Development A, B                    | (pages 111 – 113) |
| X.    | Technology Applications A                    | (pages 114 – 115) |



### **Class Policies:**

*Disabilities Accommodation:* “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that

all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

*Observation of Religious Holidays:* If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on academic integrity: [http://www.unt.edu/policy/UNT\\_Policy/volume3/18\\_1\\_16.pdf](http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*Student Conduct:* Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.” See [www.unt.edu/csrr](http://www.unt.edu/csrr).

*Attendance:* See page 5 of the syllabus for all policies related to absences and attendance for this course.

*Eagle Connect:* All official correspondence between UNT and students is conducted via Eagle Connect and it is the student’s responsibility to read their Eagle Connect Email regularly.

*Cell Phones and Laptop:* Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

*SETE:* The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

*Collection of Student Work:* In order to monitor students’ achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

*TK20:* Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding TK20 will also be posted on this website.

*Comprehensive Arts Program Policy.* The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

*Technology Integration Policy.* The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

*TEXES Test Preparation.* To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-practice-exam-registration>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at [coe-tao@unt.edu](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texas](http://www.coe.unt.edu/texas). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texas.ets.org](http://www.texas.ets.org).

*“Ready to Test” Criteria for Teacher Certification Candidates .* Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

**NOTE: THE FOLLOWING TWO PARAGRAPHS ARE FOR ONLINE COURSES. INCLUDE ONLY IF SYLLABUS IS FOR AN ONLINE COURSE.** *F-1 Students and Online Courses:* To read INS regulations for F-1 students taking online courses, please go to <http://www.immigration.gov/graphics/services/visas.htm> and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G) A final rule with clarifications on the restriction can be found in a pdf file located at <http://www.immigration.gov/graphics/lawsregs/fr121102.pdf> Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses." To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following: 1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email [international@unt.edu](mailto:international@unt.edu)) to get clarification before the one-week deadline.

### ***The Educator as Agent of Engaged Learning:***

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to

academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

## Tentative Schedule

### Week 1

Aug 30

Introduction: Review of syllabus, tentative class schedule, text books, CDL tour on the web page; Student Information Sheet, begin Texas DPRS orientation  
\*Assignment: Copy CDL Student Handbook from web site at [www.coe.unt.edu/cdl](http://www.coe.unt.edu/cdl), and the Nutrition information from the State Minimum Standards web site, which can be accessed from the course web page. **Bring both to class next Tuesday.** Complete one hour of observation and fill out the Assignment One Initial Observation Worksheet sometime during week one and two (due Thursday of week 2 by 5:00 p.m.)

There are three areas of assigned reading: the **text**; the **course web page**, and **materials provided in class**. Read all materials provided and assigned to you this week and every week throughout the semester. Check the course web page as directed in class, and at least weekly, for topics under discussion. Read the student handbook carefully, particularly those sections pointed out in class. **Text assignments: these should be read no later than the time they are scheduled to be discussed in class**; be sure to stay current. **Course web page**: read all information under Orientation this week, and stay current. **Materials provided in class**: these include those provided by the instructor and other students.

### Week 2

Sept 4

What Preschool Children Are Like  
Guiding Children's Learning

Finish Texas DPRS orientation; review the CDL Student Handbook; take individual student photos

**Assignments:** Bring CDL Student Handbook and State Minimum Standards Nutrition Information to class for discussion

Visit the Child Development, and fill out the observation form (found on-line). Also, use the CDL Resources and Materials form and make sure you know where all items are located. Check items, sign your name, and turn in - **Hagen** file tray in CDL.

Sep 6

Using the Project Approach  
Organize presentation groups

**Assignment:** Turn in the Initial Observation Worksheet and CDL Resources and Materials Form by Thursday 5:00 p.m.

**Course Web Page:** Developmentally Appropriate Practice section.

**Week 3**

Sep 11

Integrating Curriculum: Developmental Goals and Objectives  
Transition Times and Activities

**Assignment:** Week 1 of Lab Placement

**Course web page:** Developmental Goals and Learning Objective, plans, goals, objectives, evaluation and criteria

Sep 13

Music (Lecture and Workshop)  
Writing Behavioral Lesson Plans

**Week 4**

Sep 18

Dramatic Play with Prop Boxes; Blocks  
Portfolio Assessment of Young Children

**Assignment:** Week 2 of Lab Placement

**Course Web Page:** Review all material in Portfolio section.

Sep 20

Language Development and Emergent Literacy  
Assessing Early Literacy Development

**Week 5**

Sep 25

Large Motor Activities  
Designing and Assessing Outdoor Play Environments

**Assignment:** Week 3 of Lab Placement

**Course Web Page:** Activity Plan section, criteria, plans, goals and evaluation

Sep 27

Dramatic Play/Blocks (Workshop)  
Supporting Children at Small Group Time

**Week 6**

Oct 2

Language Developments and Emergent Literacy (Workshop)  
Using Encouragement versus Praise

**Assignment:** Week 4 of Lab Placement

Oct 4

Life and Physical Science, Health and Hygiene, Earth and Environment

**Assignment:** Turn in first lesson plan (Thursday 5:00 p.m.) for use the following week

**Week 7**

Oct 9 Large Motor and Outdoor Activities (Workshop)  
Supporting Children at Large Group Time

**Assignment:** Week 5 of Lab Placement; carry out first lesson plan activity with children. Inform Lab Teacher that you will not be here the following two weeks

Oct 11 Cooking and Nutrition for Young Children  
Review and Synthesis for Mid-term Exam

**Week 8**

Oct 16 Social Studies and Cultural Awareness  
Anti-bias Curriculum

Oct 18 Mid-term Exam

**Assignment: No Lab Placement this week.**

**Week 9**

Oct 23 Life, Physical, Hygiene, Environmental Science (Workshop)  
Math, Manipulatives and Computers

**Assignment: No Lab Placement this week.** Turn in second lesson plan (Thursday, 5:00 p.m.), for use in week 10.

Oct 25 Cooking and Nutrition (Workshop)  
Portfolio Assessment Review

**Week 10**

Oct 30 Art and Woodworking  
Scheduling and Classroom Structure

**Assignment:** Week 6 of Lab Placement; Carry out second lesson plan activity with young children

Nov 1 Social Studies and Culture  
Partnering with Families

**Assignment:** Turn in third lesson plan (Thursday 5:00 p.m.)

**Week 11**

Nov 6 Math, Manipulatives and Computers (Workshop)

**Assignment:** Week 7 of Lab Placement; carry out third lesson plan activity with children

Nov 8 Working with Difficult Children; Review of Classroom Placements

**Assignment:** Week 8 of Lab Placement

**Week 12**

Nov 13 Art and Woodworking (Workshop)

Nov 15 The Learning Environment: Design and Assessment

**Week 13**

Nov 20 Models of Preschool Programming, Portfolio Assessment Review

**Assignment:** Week 9 of Lab Placement

Nov 22 Thanksgiving

**Week 14**

Nov 27 The Special Needs of Young Children  
Working with Others to Meet Children's Needs

Nov 29 Choosing Appropriate Books for Young Children  
Professional Development and Ethical Standards

**Assignment:** Week 10 of Lab Placement

**Week 15**

Dec 4 Portfolio Assessment Sharing

**Course web assignment:** Read the NAEYC statement of commitment to children at [www.naeyc.org](http://www.naeyc.org)

Dec 6 Review and Synthesis for Final Exam

**Week 16**

Dec 13 Final Exam, 10:30 a.m. - 12:30 p.m.