

**EDEC 4243**  
Section .001



**Spring, 2011**  
M, W 12:00AM – 1:20PM

## **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:** DF817ST 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: M and W 10:30am- 12:00am and by appointment

Phone: Office (940) 565-2555

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 Creative Curriculum for Preschool, 4<sup>th</sup> edition, Dodge, Colker and Heroman

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; coming late and/or leaving early will count as partial absences. Since most of the learning activities in the course involve “hands-on” learning, **missing more than two classes will lower your final grade by 40 points for each additional absence. There are no excused or unexcused absences. Coming late to class or leaving early will count as a partial absence and points will be deducted.** 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.**

**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.



## **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.”

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on academic integrity: <http://vpaa.unt.edu/academic-integrity.htm>. 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.” The Code of Student Conduct can be found at: [www.unt.edu/csrr](http://www.unt.edu/csrr).

*Attendance:* Since this a methods class, attendance is essential and points are deducted for absences and coming late to class. Full details are provided in the body of the syllabus.

*Cell Phones and Laptop:* Students must turn off cell phones when they are in class. This means vibrate as well as ring modes. Also, there is to be no texting during class. Laptops may be used in class only for taking notes.

*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.

### **Non-Discrimination Policy:**

It is the policy of the University of North Texas not to discriminate on the basis of race, color, religion, sex, age, national origin, disability, disabled veteran status or veterans of the Vietnam era status in the university's educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, through its diversity policy, the university declares harassment, which is based on individual differences (including sexual orientation) to be inconsistent with the university's mission and educational goals.

*University of North Texas Bulletin 2006-2007 Catalog, p.1*

### **Policy for the Grade of "Incomplete"**

I-Incomplete; a non-punitive grade given only during the last one-fourth of a semester and only if a student (1) is passing the course; (2) has justifiable reason why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the grade sheet. All work in the course must be completed within the specified time (not to exceed one year after taking the course).

*University of North Texas Bulletin 2006-2007 Catalog, p. 40*



## ***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.

## **Teacher Education & Administration** ***Departmental Policy Statements***

### **ACCOMODATION & ACCESS**

The Department of Teacher Education & Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at [www.unt.edu/oda](http://www.unt.edu/oda), and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214. Dr. James Laney is the contact person for the Department of Teacher Education and Administration.

### **CHEATING AND PLAGIARISM POLICY**

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

### **COLLECTION OF STUDENT WORK SAMPLES POLICY**

In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

### **EAGLE CONNECT**

All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Connect. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another e-mail address, visit <http://eagleconnect.unt.edu/>.

### **ETHICAL BEHAVIOR AND CODE OF ETHICS**

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

### **NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)**

UNT is an NCATE-accredited institution. The educator as an agent of engaged learning" summarizes the conceptual framework of UNT's basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

## ***Program Area Policy Statements***

### **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.

## ***Distributed Education Policy Statements***

### **IMPORTANT NOTICE FOR F-1 STUDENTS**

To read INS regulations for F-1 students taking online courses, please go to this website <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.

Monday and Wednesday, 12:00 noon

## Tentative Schedule

### Week 1

Jan 17

**Martin Luther King, Jr. Day - University Closed**

Jan 19

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 Wednesday.** 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

Jan 24

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 Laboratory, 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.

Jan 26

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.

**Text:** Pages 1 through 26; review as needed: pages 27 through 58

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

**Week 3**

Jan 31

Integrating Curriculum: Developmental Goals and Objectives  
Transition Times and Activities

**Assignment:** Week 1 of Lab Placement

**Text:** Exploring Content, pages 188 through 198

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

Feb 2

Music (Lecture and Workshop)  
Writing Behavioral Lesson Plans

**Text:** Music, pages 426 through 441

**Week 4**

Feb 7

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

**Assignment:** Week 2 of Lab Placement

**Text:** Block Play, 246 through 269; Dramatic Play, pages 274 through 293; Observing Children, pages 166 through 172, 199 through 208

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

Feb 9

Language Development and Emergent Literacy  
Assessing Early Literacy Development

**Text:** Literacy, pages 125 through 133

**Week 5**

Feb 14

Large Motor Activities  
Designing and Assessing Outdoor Play Environments

**Assignment:** Week 3 of Lab Placement

**Text:** Large motor, pages 403 through 421, 496 through 523

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

Feb 16 Dramatic Play/Blocks (Workshop)  
Supporting Children at Small Group Time

**Week 6**

Feb 21 Language Development and Emergent Literacy (Workshop)  
Using Encouragement versus Praise

**Assignment:** Week 4 of Lab Placement

Feb 23 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

**Text:** Science, pages 142 through 145; Discovery, pages 381 through 401

**Week 7**

Feb 28 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

**Text:** Sand and Water, 403 through 421; Outdoor Play, 496 through 523

Mar 2 Cooking and Nutrition for Young Children  
Review and Synthesis for Mid-term Exam

**Text:** Cooking and Nutrition, 446 through 469

**Week 8**

Mar 7 Social Studies and Cultural Awareness  
Anti-bias Curriculum

**Text:** Individual Differences, pages 27 through 41; Social Studies, 146 through 151; Families, 211 through 217

Mar 9 Mid-term Exam

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

## SPRING BREAK

### Week 9

Mar 21 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.

**Text:** Math, ages 134 through 141; Manipulatives, 298 through 315; Computers, page 478, pages 482 through 491

Mar 23 Cooking and Nutrition (Workshop)  
Portfolio Assessment Review

**Mar 14, 16 spring vacation (No class)**

### Week 10

Mar 28 Art and Woodworking  
Scheduling and Classroom Structure

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

**Text:** Art, pages 320 through 348; Scheduling, 82 through 101, and 526 through 529

Mar 30 Social Studies and Culture (Workshop)  
Partnering with Families

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

**Text:** Welcoming Families, pages 218 through 240

**LAST DATE TO TURN IN ACTIVITY PLAN #1 FOR FINAL GRADING**

### Week 11

Apr 4 Math, Manipulatives and Computers (Workshop)

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

April 6 Study Day/No class

### Week 12

April 11 Art and Woodworking (Workshop)

**Assignment:** Week 8 of Lab Placement

April 13 The Learning Environment: Design and Assessment

**Text:** The Learning Environment, pages 61 through 81

**LAST DATE TO TURN IN ACTIVITY PLAN #2 FOR FINAL GRADING**

**Week 13**

April 18 Models of Preschool Programming  
Working with Difficult Children

**Assignment:** Week 9 of Lab Placement

April 20 Portfolio and Assessment (Workshop)

**Week 14**

April 25 The Special Needs of Young Children  
Working with Others to Meet Children's Needs

April 27 Choosing Appropriate Books for Young Children  
Portfolio Assessment Sharing

**Assignment:** Week 10 of Lab Placement; due date to share portfolio in class

**Text:** Classroom Libraries, pages 351 through 379

**LAST DATE TO TURN IN ACTIVITY PLAN #3 FOR FINAL GRADING**

**Week 15**

May 2 Professional Development and Ethical Standards

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

May 4 Review and Synthesis for Final Exam

**Week 16**

May 9 Final Exam, Monday, 10:30 a.m. - 12:30 p.m.