ECE 111-01

#### Educational Foundations of Early Childhood

Fall 2016

Web #49544

##### Main Campus – Thursday 4:00 –6:45p.m., EDU 117

# **School of Education Theme: Empowerment for Learning**

# **Conceptual Framework Model**

 

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As needed by appointment

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1. **Description:**

Orientation and introduction to the early childhood profession birth through kindergarten, serving children with and without disabilities. Provides an overview of significant theoretical and historical foundations as well as issues and current policies affecting young children. Defines the role of the early childhood educator including professionalism, ethics, professional standards, and advocacy. Examines Kentucky’s vision for young children and resources for supporting children and families. Other topics include observation, developmentally appropriate practice, program types, regulations, accreditation, inclusion, cultural and linguistic diversity, curriculum and quality initiatives. Reflects on personal dispositions for working with young children and their families. **Required: 10 hours of field experience observing various age levels and types of early childhood programs.**

**Prerequisite: None**

1. **Course Credit:** 3 credits
2. **Textbooks:**

1. Morrison, George (2017). F*undamentals of Early Childhood Education, 8th* ed.).
 Upper Saddle River, New Jersey: Pearson Education Inc.

2. Copple, C., & Bredekamp, S. (2006). *Basics of developmentally appropriate practice: An introduction to teachers of children 3 – 6.* Washington, DC: NAEYC.

3. "VERY IMPORTANT - All students are now required to purchase the **KY Core** **Academic Standards document** (which includes Kindergarten Standards for English/Language Arts, Math, and the new Science standards) plus all three (3) "Building a Strong Foundation for School Success" documents (**KY Early** **Childhood Standards; Quality Self Study**; excluding the Assessment Guide as it is currently undergoing revision).  The ECE Program is no longer selling these documents and they are not attached to a specific course. Purchasing these documents is a Program Requirement.  Some students may have already purchased some but not all of these documents**.  IT IS VERY IMPORTANT THAT STUDENTS CONTACT THE BOOKSTORE IMMEDIATELY TO PURCHASE THE DOCUMENTS THEY DO NOT HAVE.  THEY MUST DO THIS THE FIRST WEEK OF CLASS**.   When the student contacts the bookstore, they should reference a course titled "ECE 000".  It is a pseudo course established at the bookstore only for these particular documents. \*\*\*If a student has already purchased the KY Core Academic Standards, we will provide them with the new Science standards, free of charge. They will not have to purchase the KY Core Academic Standards again." [Please email a list of students who need the Science KCAS.]

1. **Course Objectives:** Upon completion of this course, the student will be able to:

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| **ECE 111 – Educational Foundations of Early Childhood** | **IECE KTS** | **NAEYC** | **CEC** | **InTASC** | **CAEP** | **ILA** | **IECE KTS Diversity Indicators** | **Technology Yes or No** |
| Articulate the professional goals that form the foundation of early childhood education.  | 7 | 1, 2, 3, 4. 5  | 1, 6 | Categories 1, 4 |  | 6 |  | No |
| Demonstrate an understanding of the NAEYC, Kentucky State, CEC-DEC codes of ethical conduct for making professional decisions. | 1, 2, 3, 4, 7, 8 | 1, 2, 3, 4. 5 | 1, 6 | Categories 1, 3, 4 | 2 | 6 |  | No |
| Discuss state regulations, licensing standards, and program policies.  | 6 | 1, 5 | 6 | Category 4 | 2 | 6 |  | No |
| Identify current issues, trends, and policies in the early childhood profession. | 1, 2, 3, 4, 6, 8, 10 | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 6, 7 | Categories 1, 2, 3, 4 | 1, 2,  | 1, 2, 3, 4, 5, 6 | 2f, 3e, 6f, 8b | No |
| Describe the history, major theories, and influential persons and their impact on the early childhood profession and practices.  | 1, 2, 3, 6, 8, 9 | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 7 | Categories 1, 2, 3, 4 | 1, 2,  | 1, 2, 5, 6 | 1g, 2f, 3e, 8b | No |
| Identify professional organizations and resources in the early childhood field  | 7 | 5, 6 | 6 | Categories 1, 4 | 2  | 6 |  | No |
| Demonstrate commitment to child and family advocacy.  | 1, 2, 3, 6, 7, 8 | 2, 4 | 1, 7 | Categories 1, 4 | 2 | 6 | 1c, 1g, 2f, 3e, 8b | No |
| Identify factors that promote quality in early care and education settings. | 1, 2, 3 | 1, 2, 4, 5 | 1, 2, 3, 5 | Categories 1, 3, 4 | 1, 2 | 1, 2, 5 | 1c, 1g, 2f, 3e | No |
| Identify and explain the domains of development including social/emotional, physical, and cognitive. | 1, 2, 3, 6, 8, 10 | 1, 2, 3, 4, 5, 7 | 1, 3, 5 | Categories 1, 2, 3, 4 | 1, 2 | 1, 2, 5 | 1c, 1g, 2f, 3e, 8b | No |
| Explain the importance of observation and assessment and demonstrate an understanding of various developmentally appropriate methods.  | 1, 2, 3, 4, 7 | 1, 3, 4, 5, 7 | 1, 3, 4, 5 | Categories 1, 3, 4 | 1, 2 | 1, 2, 3 | 1c, 1g, 2f, 3e,  | No |
| Examine personal and professional strengths through self-assessment/reflection and areas for growth. | 1, 2, 3, 6, 8 | 4, 5, 6, 7 | 6 | Categories 1, 2, 3, 4 | 2 | 1, 6 |  | No |
| Describe strategies to communicate effectively with a diverse array of families  | 2, 3, 4, 6, 7, 8 | 2, 4, 6 | 7 | Categories 1, 2, 3, 4 | 1, 2 | 4 | 2f, 3e | No |
| Demonstrate the ability to plan learning experiences including goals, instructional strategies and materials.  | 1, 2, 3, 4, 7, 8 | 1, 2, 4, 5, 7 | 1, 2, 5 | Categories1, 3, 4 | 1 | 1, 2, 5 | 1c, 1g, 3e | No |
| Describe the various programs serving young children birth to five with and without disabilities. | 6, 7 | 6, 7 | 6, 7 | Categories1, 4 | 2 | 6 |  | No |

1. **Course Outline:**

I. The Early Childhood Professional

A. Characteristics of a Profession

B. Personal Dimension

C. Professional & Ethical Practices

E. Public Dimension

II. Early Childhood Foundations

A. History and Traditions

B. Theories of Learning

C. Laws and Issues foundational to Early Childhood Special Education

C. Persons Impacting Early Childhood Profession

III. Current Issues, Trends, and Policies in ECE

A. Federal Involvement & Legislation

B. State Involvement & Legislation

C. KIDS Now Initiative

D. Quality Self-Study (QSS) from the *“Building a Strong Foundation...”*- overview

D. Professional Organizations, Journals, Resources

E. Accreditation

F. Recommended Practices to support Inclusion

G. Early Childhood Service and Support Agencies

H. Developmentally and Culturally Appropriate Practices

I. ECE Standards

J. Changing Families

IV. Early Care and Education Sectors

A. Types of Child Care

B. Head Start

C. KERA Preschools

D. School-Age Services

E. Program Models

V. Child Development

 A. Observing and Assessing Development

 B. Domains of Development

 C. Developmental Curriculum: Infants/Toddlers/Preschool/Kindergarten

 D. Individual Differences in Development

VI. Parents, Families & Community

1. Service Delivery Options
2. Family-Based Practices
3. Community Resources
4. Supporting Diversity

VII. Program Management

1. Record Keeping
2. Program Organization
3. Staff Relationships
4. Communication
5. **Course Tasks and Grading Scale:**
6. Field Experience—three tasks……………………………………**150 points**

**(IECE KTS 1, 2, 3 & 6) (InTASC 1, 2, 3, 4, 8, 9, 10)**

1. Topical Essays on (a) Physical and Intellectual development, (b) Involving and Supporting Diverse Families, (c) Program Administration/Management, and (d) Professionalism……………………………………………………**100 points**

**(*PGES Domains 1, 2, 4*) (IECE KTS 1, 6, 8, 10) (InTASC 1, 2, 3, 8, 9, 10)**

1. Autobiography…………………………………………………….**100** Points

**(*PGES Domain 4*) (IECE KTS 7) (InTASC 1, 9, 10)**

1. Community Resource File, Program Management File, & Professional Organization File…………………………………………………………………**100 point**

**(*PGES Domains 1, 4*) (IECE KTS 6 & 8) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)**

1. Students are expected to complete 10 of 11 weekly tasks in TigerNet. Each task will be worth 10 points each so you complete all eleven task you will have10 bonus points by the end of the semester.....……………………………………...**100 points**
2. In-class group activities: current ECE issues/policies, goals of early care and education, Code of Ethics Case Study, child & family advocacy, diversity in ECE ……………………………………………………………………..**100 points**
3. Tests **3 @ 50 points each**…………………………………………**150** **points**

**(IECE KTS 1,2, 3,4, 8) (InTASC 1, 2, 6, 9)**

1. Attendance and class participation………………………………...**100 points**
2. **Presentation –**students will present a multi-media presentation showcasing influential persons and their impact on the early childhood profession and practices...**100 points**

 **(PGES 1, 4) (IECE KTS 1, 9) (InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)**

GRADING SCALE:

A = 900 – 1000 points

B = 800 - 890 points

C = 700 – 790 points

D = 600 - 690 points

F = below 600 points

You are responsible for your own learning. It is your responsibility to contact the instructor if you are having trouble with the course material.

1. **Field Experiences:**
	1. Field Experience #1: (Three hours) Observational reports using various observation methods to document development of children with and without disabilities in all domain areas at multiple age levels [IECE Standards IV, V]

 **(*PGES Domain 3*) (IECE KTS 1, 2, & 3) (InTASC 2, 6)**

* 1. Field Experience #2: (Three hours) Interview people working in different early care and education sectors (program types, models, and settings) [IECE Standard VII]

 **(*PGES Domains 2, 4*) (IECE KTS 6) (InTASC 9)**

* 1. Field Experience #3: (Four hours) Classroom Evaluation Reports related to the *Quality Self Study* and observational checklists (diversity, curriculum, literacy, inclusion) [IECE Standards II, V]

 **(*PGES Domains 1, 2, 4*) (IECE KTS 2) (InTASC 3, 6, 9)**

Any student not completing the 10 field hours will receive an INCOMPLETE for this course. Specific and detailed assignment criteria will be provided for each field experience task.

**Field Experience Summary Form**: Students keep a Field Hour Log of all field work tasks for each entry. Each field visit MUST be signed by a responsible person at the site and the person signing the field log must include *a phone number for contact purposes*. One reflection per task is required (for a total of 3 reflections in this course). Students total the field hours, sign the form, complete all information and submit the field log(s) according to the due dates outlined in the syllabus. The course instructor must sign the field hour log and submits to Elizabeth Franklin, early childhood office.

**Kentucky Field Experience Tracking System (KFETS)​ :**
All students will be required to set up an Educational Professional Standards Board (EPSB) account for the purpose of entering every completed Field Experience (FE). We will demonstrate how to get started at our Fall Meeting of the Major. You will continue to keep and submit Field Experience Logs for each of your courses and have them entered into the SOE database through Elizabeth Franklin. This new system is for EPSB to track FE hours, which requires a certain number and representation of all types of FE in order for the state to approve a student for student teaching. **There is no cost associated with the system and it is required of CU School of Education.**

1. **Performance Standards/Competencies**

This program leading to Interdisciplinary Early Childhood Education (IECE) certification has been designed to prepare candidates to teach young children with and without disabilities and support families from culturally and linguistically diverse backgrounds. While some aspects of all ten of the Kentucky IECE Teacher Standards may be embedded into this course, competency development in the following are emphasized:

***IECE Teacher Standards:***

* Standard I: Designs/Plans Instruction
* Standard II: Creates/Maintains Learning Environment
* Standard III: Implements Instruction
* Standard IV: Assesses & Communicates Learning Results
* Standard VI: Collaborates with Colleagues/Families/Others
* Standard VII: Engages in Professional Development
* Standard VIII: Supports Families
* Standards X: Leadership

***InTASC Categories:***

* Category #1: Learner and Learning
* Category #2: Content Knowledge
* Category #3: Instructional Practice
* Category #4: Professional Responsibility

 ***NAEYC Program Standards:***

* Standard #1: Promote Child Development & Learning
* Standard #2: Building Family & Community Relationships
* Standard # 3: Observing, Documenting, & Assessing to Support Young Children and Families
* Standard #4: Teaching and Learning
* Standard #5: Becoming a Professional
* Standard #6: Conduct Self as Professional, Ethical, Collaborative
* Standard #7: Field and Clinical Practice

      ***CEC Special Education Standards:***

* Standard #1: Learner Development and Individual Learning Differences
* Standard #2: Learning Environments
* Standard #3: Curricular Content Knowledge
* Standard #4:    Assessment
* Standard #5: Instructional Planning and Strategies
* Standard #6: Professional Learning and Ethical Practice
* Standard #7:    Collaboration

 ***CAEP Standards:***

* Standard #1: Content and Pedagogical Knowledge
* Standard #2: Clinical Partnerships and Practice

***ILA Standards:***

* Standard #1: Foundational Knowledge
* Standard #2: Curriculum and Instruction
* Standard #3: Assessment and Evaluation
* Standard #4:    Diversity
* Standard #5: Literate Environment
* Standard #6: Professional Learning and Leadership

 ***Kentucky Core Content—Competencies:*** ***Level III and Level IV***

* Core Competency #1a: Child Growth & Development
* Core Competency #3: Professional Development/Professionalism
* Core Competency #5a: Child Assessment
* Core Competency #7: Program Management and Evaluation
1. **EPSB Themes**

 ***Diversity – Course Content, Assignments, and Field Experiences***

* Article summaries and observations reflecting a variety of programs and settings serving diverse children and families
* Ethics Case Study: Candidates use ethical codes to address issues concerning diversity

 ***Assessment – Course Content and Field Experiences***

* Observation Evaluation Reports: Candidates use checklists which include topics on diversity and inclusion to evaluate early childhood programs in a variety of settings

***Literacy/Reading Education – Course Content and Assignments***

* Observation Evaluation Reports: Candidates use checklists which include topics on literacy to evaluate early childhood programs in a variety of settings

Lesson Plans: Candidates review lesson plans that embeds emergent literacy objectives

***Closing the Achievement Gap – Course Content***

* Research reporting the relationship found between quality environments at the birth to five level and closing the achievement gap is examined.
* Candidates examine history, research, and legislation documenting early childhood education as an effective strategy for closing the achievement gap.

**10. Diversity Proficiencies**

1. KTS/IECE 1.c Individualize curriculum, instruction plans, and assessment strategies for ALL children.

2. KTS/IECE 1.g Plan experiences and instruction based on family strengths, resources, priorities, and concerns.

3. KTS/IECE 2.f Create and maintain culturally responsive environments to support all children and families.

4. KTS/IECE 3.e Implement culturally responsive learning experiences to support children and their families.

5. KTS/IECE 6.f Articulate individual outcomes and unique needs for each child to staff and volunteers.

6. KTS/IECE 8.b Individualize interactions and activities that demonstrate sensitivity to characteristics of each child’s family community.

7. KTS/IECE 9.d Use technology to meet special needs of children.

**11. POLICIES AND PROCEDURES:**

You are responsible for the lecture material presented in the classroom, the assigned readings in the text, videos, guest presentations and any other material covered in class, including handouts.Assigned readings are to be completed before class to facilitate better understanding and participation. Written assignments must be turned in on time. Class presentations must be ready on assigned date.

**Late assignments (except weekly participation responses) will result in 10% reduction in grade.**

Papers will be **typed** unless otherwise noted.It is expected that all written assignments will conform to standards of documentation, organization, mechanics, legibility, and APA style. Task grades will reflect these standards.

**Plagiarism:** Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to other’s contributions to one’s course work. These values can be violated by academic dishonesty and fraud. [See ***Academic Integrity*** in the 2015-17 Bulletin Catalog.]

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**ATTENDANCE POLICY**:   Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is part of the disposition assessment of early childhood students. We will follow the School of Education attendance policy as stated. Students may miss a maximum of two classes for this course. After a second absence, students will receive an attendance warning from the Office of Academic Affairs and may be dropped with a failing grade after the third absence. All absences should be discussed with the instructor. All work is required to be made up. The student is responsible for accessing all course hand-outs and content covered during an absence. Students should contact instructors to discuss absences.

**INCOMPLETE STATEMENT:**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**DISABILITY STATEMENT:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**TITLE IX STATEMENT:**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

**Title IX Coordinator:**

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**CONFIDENTIALITY** of children being observed must be strictly adhered to at all times. **NEVER** mention children’s real names ***when discussing/sharing in online forum*** or with anyone else in the community, school, etc. Children, parents, and teachers must be protected! Violation of this right of children and families can cause you legal problems, loss of job, etc.A parental permission form must be signed before administering any formal assessment procedure or taping/photographing children.

You are responsible for your own learning. It is your responsibility to contact the instructor if you are having trouble with the course material.

 **DISPOSITIONS:** Course instructors complete a Disposition Evaluation for a student who demonstrates ***ineffective*** practices in any of the five evaluation areas: Professional Services, Professional Ethics, Professional Responsibilities, Professional Communication, or Clinical Field Experiences. Students will be told by the instructor when a Disposition Evaluation is submitted to the School of Education a copy provided to the student. The Disposition will be placed in the student’s file. An incident report will be filed if demonstration of ineffective Dispositions continues, which will require a meeting with the Chair of the Undergraduate Programs to prepare an intervention plan. Failure to resolve disposition issues can result in dismissal from the program.

**INCLEMENT WEATHER POLICY:** In case of inclement weather inclement weather, you may go to Campbellsville University’s Web site at [www.campbellsville.edu](http://www.campbellsville.edu). Announcements will also be made on local radio stations and TV stations WHAS, WLKY, WDRB, WAVE in Louisville.

**SECURITY INFORMATON**

For your safety we ask that you place these phone numbers in your cell phone in order to call for HELP:

If on Campbellsville Main Campus (270) 789-5556 or cell phone (270) 403-3611. All others call 911.

1. **PGES – Framework for Teaching (Charlotte Danielson Model):** [**http://education.ky.gov/teachers/PGES/Pages/PGES.aspx**](http://education.ky.gov/teachers/PGES/Pages/PGES.aspx)

**Domain 1: Planning and Preparation**

 1a: Knowledge of content/pedagogy

 1b: Demonstrates knowledge of students

 1c: Setting Instructional outcomes

 1d: Demonstrating knowledge of resources

 1e: Designing coherent instruction

 1f: Designing student assessment

**Domain 2: Classroom Environment**

 2a: Creating environment of respect and rapport

 2b: Establishing culture of learning

**Domain 3: Instruction**

 3d: Using assessment in instruction

**Domain 4: Professional Responsibility**

 4a: Reflecting on teaching

 4c: Communicating with families

 4d: Participating in a professional community

 4e: Growing and developing professionally

**Satisfactory Academic Standards *(SAP)***

*In order to be eligible to receive financial aid, a student is required to have met certain standards of satisfactory academic progress (SAP) during his or her previous attendance, whether or not financial aid was received.*

* + *​A student is required to complete sixty-seven percent (67%) of all cumulative credits attempted (number of hours successfully completed divided by the number of hours attempted). Successful completion would be grades of A, B, C, D, or Pass; unsuccessful grades would be E, F, W, Z or Incomplete.​*
	+ A student is required to meet a minimum cumulative grade point average.  On a 4-point scale for Grade Point Average (GPA) it is required a student have a 2.0 grade point average after each semester.
	+ Students are expected to complete their degree/diploma/certificate program within a Maximum Time Frame (MTF) of 150% of the required number of credit hours to graduate. (e.g., programs requiring 72 credits will have a 108 credit maximum).
	+ *It is the students responsibility to contact the Financial Aid Office about their Satisfactory Academic Progress status. Withdrawing after the first week of class or taking in incomplete in a course may affect your continued access to financial aid.*

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| **This schedule is tentative and subject to change at** **the discretion of the instructor.** |
| Dates | **Topics** | **Assignments** |
| Week 1**September 1** | Course Introduction Confidentiality Training | Read Chapter 1 Work on Autobiography |
| Week 2**September 8** | Chapter OneYou and Early Childhood Education | \*Choose an early childhood organization; investigate their site and complete a one-page summary about the organization. Read Chapter 2 |
| Week 3**September 15** | Chapter TwoEarly Childhood Education Today – Current Issues | **Autobiography due** \*Find Examples of bias and anti-bias curriculum; andResearch three activities to stimulate the brain in a young child.Read Chapter 3 |
| Week 4**September 22** | Chapter ThreeHistory and Theories | \*Choose one of the famous pioneers in early childhood education and present to the class; Develop a one-page description of YOUR philosophy of education using the theories of one famous pioneer.Read Chapter 4  |
| Week 5**September 29** | Chapter FourImplementing Early Childhood Programs | \*Choose an early childhood program, including a visual, to present to the class. Include a pre and post assessment to measure the effectiveness of your report.Read Chapter 5 |
| Week 6**October 6** | **Test # 1**Chapter FiveTeaching, Standards, and You | \*Develop ten questions (with answers) from the Overview of the *Kentucky* *Early Childhood Quality Self Study* Read Chapter 6 |
| Week 7**October 13** | Read Chapter Six: Observing and Assessing Young Children | ***Topical Essay Due***Read Chapter 7  |
| Week 8**October 20**  | Read Chapter Seven – Infants and Toddlers**Fall Break** | \*Select 3 videos from YouTube or TeacherTube on activities for Infants and Toddlers. Reflect on what goes on in the situation. Read Chapter 8 |
| Week 9**October 27** | Read Chapter Eight – Preschool Years  | \*Develop a page of vocabulary terminology with examples relating to early childhood educationRead Chapter 9 |
| ***Individual appointments to be scheduled*** | ***Advising for Spring Semester******Sign up for an appointment on your advisor’s door*** | ***October 26 – November 4 (Juniors and Seniors)******November 7 – 18 (Sophomores)******November 9 – 18 (Freshmen)*** |
| Week 10**November 3** | **Test #2** Chapter Nine – Kindergarten Today  | \*Video yourself reading a book to a group of children using the guidelines from pages 246 -248Reach Chapter 10 |
| Week 11**November 10** | Chapter Ten – Early Elementary Grades 1 - 3 | \*Activity TBARead Chapter 11 |
| Week 12**November 17** |  Chapter Eleven – Educating Children with Diverse Backgrounds and Special Needs | **Report on in Class Group Activities Group** **Summary Due**\*Choose three types of disabilities and give a list of characteristics of the disabilityRead Chapter 12 and 13 |
| Week 13**November 24** | No class – Thanksgiving Break |  |
| Week 14**December 1** | Chapter Twelve and ThirteenGuiding Children’s BehaviorParents, Families, and the Community | **Community Resource File Due****Develop a brochure for parents presenting the information in parent friendly language.**\*Give an example of when you might have to make an ethical decision regarding what is best for children in a classroom.  |
| Week 15**December 8** | **Multi Media Presentations** | **Field Hours Due** |
| **December 12 – 16** | **Finals Week****Test #3** |  |