Elementary Education Department
ECH 332. 003
Early Childhood Theory and Practice
Spring 2019

Instructor Information:

**Instructor:** Dr. Yuan He  
**Office:** ECRC 201-L
**Course Time & Location:** MW12:30-1:45pm; ECRC 217
**Office Phone:** (936) 468-4098  
**Office Hours:** MW 0200-0330pm, Tuesday 0900-1100am, Thursday 11:20am-12:20pm; By appointment
**Other Contact Information:** (410) 831-9162  
**Credits:** 3 semester credits
**Email:** hey2@sfasu.edu

Prerequisites:
Admitted to Teacher Education and enrolled in ECH 350.

I. Course Description:
An investigation of developmentally appropriate practices for planning curriculum that meets the needs of all K-3 learners with a focus on increasing teacher candidates’ content and instructional knowledge of oral communication and inquiry curriculum through exploration and application of theories and best practices.

II. Intended Learning Outcomes/Goals/Objectives:

Vision, Mission, and Values of the College of Education
The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission Statement
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Values
In the College of Education at SFA, we value and are committed to
- Service that enriches the community,
- Openness to new ideas, to culturally diverse people, and to innovation and change;
- Collaboration and shared decision-making,
- Integrity, responsibility, diligence, and ethical behavior;
- Academic excellence through critical, reflective, and creative thinking;
- Life-long learning.

To view the Conceptual Framework and complete list of proficiencies, visit [http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/](http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/)

ECH 332 supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and integrity.
(through demonstration of ethical and professional dispositions). Though this course does not address service, there are courses in the program that do.

This course strives to achieve professional excellence by meeting the National Association for the caring, and enthusiastic professional who are dedicated to continued professional and intellectual development.

**Program Learning Outcomes & Student Learning Outcomes:**

**Overview of Learning Outcomes**
This course is an overview and investigation of theories and best practices for planning instruction in a primary early childhood classroom. Through the course of this semester, students will complete assignments related to understanding and planning instruction appropriate to a primary classroom. All assignments are designed to prepare the teacher for understanding how to develop instructional plans for the core content areas while focusing on the needs of all students.

**PLOs and SLOs**

**PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1, InTASC 4).**

  SLO 1.1: Candidates will demonstrate knowledge of developmentally appropriate practices in the Primary grades (K-3), including theories related to curriculum and instruction models and influential individuals for the field of curriculum including, but not limited to, Chomsky, Vygosky, Skinner, Clay, Piaget, Bruner, Dewey, Rousseau, Gessel, Freud, Erikson, Watson, Pavlov, Reggio Emilia, Froebel, Montessori. (EC12 Texas PPR I, II, III).

  SLO 1.1.1 Assessment = Mind-map of Theories/Theorists
  SLO 1.1.2 Assessment = My MI Profile
  SLO 1.1.3 Assessment = Curriculum Model Exhibition
  SLO 1.1.4 Assessment = Final Performance Exam

  SLO 1.2: Candidates apply knowledge of the developmental domains (aesthetic, affective, physical, and social) to explain the effect of the domains on planning instruction in the core content areas of literacy and math (EC12 Texas PPR I).

  SLO 1.2.1 Assessment = Reflection on a Scenario of Classroom Teaching

**PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2, InTASC 4).**

  SLO 2.1 = Candidates demonstrates the importance of understanding content standards and cross-curricular connections for the early childhood (K-3) student prior to planning for instruction (EC12 Texas PPR I).

  SLO 2.1.1 Assessment = My Dream Curriculum Model
  SLO 2.1.2 Assessment = Constructivist Lesson Plan and Teaching
  SLO 2.1.3 Assessment = A Critique of the DAP and Standards

  SLO 2.2 = Candidates uses knowledge of the Texas Essential Knowledge and Skills (TEKS) to prepare lessons and activities integrating different components of literacy instruction (EC12 Texas PPR I).

  SLO 2.2.1 Assessment = Constructivist Lesson Plan and Teaching
  ALO 2.2.2 Assessment = A Critique of the DAP and Standards

  SLO 2.3: Candidates will utilize knowledge of appropriate literature choices to connect age-appropriate books to Math, Science, and Social Studies standards (EC12 Texas PPR I, III).
SLO 2.3.1 Assessment = Constructivist Lesson Plan and Teaching

**PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative, engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3, InTASC 2,3,5,7,8).**

SLO 3.1 = Candidates uses knowledge of the diverse needs of students to prepare developmentally appropriate lessons (EC12 Texas PPR I, III).

SLO 3.1.1 Assessment = Constructivist Lesson Plan and Teaching
SLO 3.1.2 Assessment = My MI Profile
SLO 3.1.3 Assessment = My Dream Curriculum Model

SLO 3.2 = Candidates develops instructional goals and objectives that reflect students’ age, developmental level, prior skills and knowledge as noted in standards such as the TEKS and use communication effectively to provide directions, explanations, and questioning to engage students and promote understanding (EC12 Texas PPR I).

SLO 3.2.1 Assessment = Constructivist Lesson Plan and Teaching

SLO 3.3 = Candidates will demonstrate an understanding of integrating literacy into other content areas (EC12 Texas PPR I).

SLO 3.3.1 Assessment = Constructivist Lesson Plan and Teaching

SLO 3.4: Candidates use their knowledge of the diverse needs of students to plan for differentiated instruction (EC12 Texas PPR I).

SLO 3.4.1 Assessment = My MI Profile
SLO 3.4.2 Assessment = Constructivist Lesson Plan and Teaching
SLO 3.4.3 Assessment = My Dream Curriculum Model

SLO 3.5: Candidates will examine the importance of teacher relationships with children of poverty, middle class, and upper-class and begin to develop an understanding of how to individualize instruction for children from each group with an emphasis on poverty (EC12 Texas PPR II, III).

SLO 3.5.1 Assessment = Discussion of Poverty
SLO 3.5.2 Assessment = My Dream Curriculum Model

**PLO 4 Candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4, InTASC 6).**

SLO 4.1 = Candidates design assessments that are appropriate for evaluating student understanding and assist the teacher with planning for small group or individual student interventions (EC12 Texas PPR I).

SLO 4.1.1 Assessment = Constructivist Lesson Plan and Teaching

**PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5, InTASC 9, 10).**

SLO 5.1 = Candidates reflects on best practices and exhibits professionalism through interactions with professor and peers (EC12 Texas PPR IV).

SLO 5.1.1 Assessment = My MI Profile
SLO 5.1.2 Assessment = My Dream Curriculum Model
SLO 5.1.3 Assessment = Constructivist Lesson Plan and Teaching
SLO 5.1.4 Assessment = Curriculum Model Exhibition
SLO 5.1.5 Assessment = Final Performance Exam
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage Points</th>
<th>Due Dates</th>
<th>Format</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mind-map of theories/theorists</td>
<td>36</td>
<td>See course schedule</td>
<td>Mind-map/paper</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.20k, 1.7s, 2.2k, 2.3k; InTASC: 1d, 1f, 1k, 2l, 3i, 3o, 7i; Texas Educator Standards (TS): TS2A(iii), TS2C(i), TS2B(ii), TS2C(ii); Technology Standards: 2.9s (ISTE 5a, 6d), 6.16s (ISTE 3d), 7.7 (ISTE 2c, 5a)</td>
</tr>
<tr>
<td>My MI Profile</td>
<td>6</td>
<td>As you signed</td>
<td>Presentation /PPT</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.20k, 1.7s, 2.5k; InTASC: 1e, 1h, 1i, 2n, 4o, 4q, 6v, 7j, 7n, 8p; Texas Educator Standards (TS): TS2B(ii), TS2C(i), TS2C(ii), TS3C(ii); Technology Standards: 2.9s (ISTE 5a, 6d), 2.10s (ISTE 4c), 6.16s (ISTE 3d), 7.7 (ISTE 2c, 5a)</td>
</tr>
<tr>
<td>Reflection on a Scenario of Classroom Teaching</td>
<td>6</td>
<td>Week 9</td>
<td>Paper</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.7k, 1.8k, 1.19k, 1.7s, 2.2k, 2.9s, 3.1k, 3.8k; InTASC: 3r, 7k, 7l, 7m, 8j, 8m; Texas Educator Standards (TS): TS2C(i), TS2A(iii), TS2B(ii); Technology Standards: 2.9s (ISTE 5a, 6d), 6.16s (ISTE 3d)</td>
</tr>
<tr>
<td>Constructivist Lesson Plan and Teaching</td>
<td>16</td>
<td>Week 10, 12</td>
<td>Paper &amp; video</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.7k, 1.8k, 1.10k, 1.19k, 1.20k, 1.23k, 1.25k, 1.26k, 1.1s, 1.2s, 1.6s, 1.7s, 1.10s, 1.11s, 1.12s, 1.13s, 1.16s, 1.20s, 1.23s, 1.25s, 1.26s, 2.3k, 2.5k, 2.4s, 2.5s, 2.9s, 3.1k, 3.4k, 3.6k, 3.8k, 3.11k, 3.15k, 3.4s, 3.5s, 3.6s, 3.7s, 3.13s; InTASC: 1a, 1b, 1i, 2a, 2b, 2c, 2f, 3b, 3d, 4b, 4c, 4d, 4e, 4h, 4k, 4r, 5b, 6a, 6b, 6c, 6d, 6e, 6l, 6f, 7b, 7c, 7d, 8d, 8f, 8g, 8h, 8i, 9g, 9h; Texas Educator Standards (TS): TS1A(i), TS1B(i), TS1B(ii), TS1C(iii), TS1D(ii), TS2C(iii), TS3B(iii), TS3C(iii), TS3C(ii), TS5A(i); Technology Standards: 1.1k (ISTE 5a, 5b, 5c), 2.9s (ISTE 5a, 5b), 2.10s (ISTE 4c), 4.2s (ISTE 5b), 6.21s (ISTE 5b)</td>
</tr>
<tr>
<td>A Critique of the DAP and Standards</td>
<td>6</td>
<td>Week 13</td>
<td>Paper</td>
<td>EC 12 Texas PPR Standards: 1.7k, 1.20k, 1.2s, 1.7s, 2.2k, 2.3k; InTASC: 2g, 4j, 4n, 4r, 5s; Texas Educator Standards (TS): TS4A(iii), TS2B(ii), TS2C(i), TS2C(ii); Technology Standards: 2.9s (ISTE 6d), 6.16s (ISTE 3d)</td>
</tr>
<tr>
<td>Curriculum Model Exhibition</td>
<td>10</td>
<td>Week 14</td>
<td>Trifold, presentation &amp; activity</td>
<td>EC 12 Texas PPR Standards: 1.10k, 1.1s, 1.2s, 1.6s, 1.7s, 1.10s, 1.11s, 1.12s, 1.20s, 1.23s, 2.2k, 2.3k, 2.5k, 2.4s, 2.5s, 3.1k, 3.4k, 3.6k, 3.11k, 3.16k, 3.8s; InTASC: 2d, 2e, 3b, 4c, 4g, 4h, 4r, 8j, 8n; Texas Educator Standards (TS): TS1C(iii), TS1E(ii), TS2C(ii), TS3B(i), TS3C(i); Technology Standards: 1.1k (ISTE 5a, 5b, 5c), 2.9s (ISTE 5a, 6d), 6.21s (ISTE 5b), 7.7 (ISTE 5a)</td>
</tr>
<tr>
<td>My Dream Curriculum Model</td>
<td>10</td>
<td>Week 14</td>
<td>Visual version &amp; presentation</td>
<td>EC 12 Texas PPR Standards: 1.10k, 1.20k, 1.2s, 1.6s, 1.7s, 1.20s, 1.23s, 2.3k, 2.5k; InTASC: 1j, 2h, 2j, 2k, 3k, 3l, 3n, 4m, 5m; Texas Educator Standards (TS): TS1E(i), TS3B(i), TS3C(ii), TS2C(ii), TS3C(ii); Technology Standards: 2.9s (ISTE 5a, 6d), 2.10s (ISTE 4c), 4.2s (ISTE 5b),</td>
</tr>
<tr>
<td>Final Performance Exam</td>
<td>10</td>
<td>Week 16</td>
<td>Paper &amp; performance</td>
<td>EC 12 Texas PPR Standards: 1.7s, 1.23s, 2.2k, 2.3k, 3.8k; InTASC: 1g, 2m, 3c, 3j, 5n, 7i, 7q, 8q, 9i; Texas Educator Standards (TS): TS2C(ii), TS2A(iii), TS2B(ii), TS2C(ii); Technology Standards: 6.16s (ISTE 3d), 7.7 (ISTE 2c)</td>
</tr>
</tbody>
</table>
Description of Assignments

1. Mind-map of Theories/Theorists’ Thoughts (36%)

1.1. Mind-map A (5%): You are expected to read the article titled *Time Tested Early Childhood Theories and Practice*, and summarize each theorist’s thoughts using the following table. Please submit your paper to D2L, as well as print your summary and bring it to class for discussion.

<table>
<thead>
<tr>
<th>Theorists (7)</th>
<th>Nature of Children</th>
<th>How Children come to learn</th>
<th>School Curriculum</th>
<th>Instructional Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

1.2. Mind-map B (4%): You are expected to search the information about following 7 theorists: Noam Chomsky, Arnold Gessel, Sigmund Freud, Erik Erikson, B. F. Skinner, John B. Watson, Ivan Pavlov, and summarize each theorist’s main thoughts in a paragraph (less than 100 words for each theorist). Submit your paper to D2L.

1.3. Mind-map C (27%): You are expected to read and watch assigned articles, chapters, and videos about following 9 (3 pts. each) theories/theorists: Clay, Piaget, Vygotsky, Bruner, Dewey, Behaviorism, Cognitivism, Constructivism, and Gardner throughout the semester, and create a mind-map for each theory/theorist including the main thoughts based on the reading materials. Then use ONE key word & ONE key sentence to accurately and concisely summarize the main points of the theory, and raise at least ONE question about the theory connecting with the practice for class discussion. You may create a word-style mind-map (see example #1) or a picture-word-style mind-map (see example #2). I will upload the reading materials to D2L two weeks before the due dates.

Submit Mind-map + one word, one sentence, and one question to the dropbox in D2L, as well as print it and bring it to class for discussion.

Example #1:

Adopted from https://www.xmind.net/share/cmath021/

- ONE word……
- ONE sentence……
2. My MI Profile (6%)

You are expected to be familiar with and understand Multiple Intelligence (MI), and then create a profile of your MI using the MI Self-Assessment (I will provide the MI Self-Assessment to you in class). You need to explain the strength(s) and weakness you have in the self-assessment connecting with your own experiences. Finally, you are expected to reflect on your MI profile. Each of you will have a chance to share your MI profile with PPT at the beginning of class; presenting it with pictures or videos would enhance your work. Submit your PPT to D2L.

You may want the following guiding questions to lead you to reflect on your MI profile:

- What is/are the strength(s) in your MI profile?
- What is the weakness in your profile?
- What’s your opinion on your MI profile? Or What’s your learning plan for the future based on your MI profile?
- How can you transfer this experience to your future career working with young children? (For instance, how do you justify your teaching strategies based on diverse students’ learning strengths and needs?)

The relevant resources:

- Learning styles & Multiple Intelligences: Theory integration. Retrieved on Jan. 10, 2019 from https://www.youtube.com/watch?v=FVg9n0I0Gf0
- Howard Gardner discusses Multiple Intelligences - Blackboard BbWorld 2016 HD. Retrieved on Jan. 10, 2019 from https://www.youtube.com/watch?v=8N2pnYne0ZA
3. Reflection on a Scenario of Classroom Teaching (6%)

You are expected to observe 20-30-minute K-3 classroom teaching activity, then reflect on the scenario you observed based on three learning theories (behaviorism, cognitivism, constructivism). Meanwhile, developmental domains (aesthetic, language, cognitive, affective, physical, and social) are required to be identified from the scenario.

The paper should include two parts: the description of the scenario you observed + your reflections. Format should be 1-2 single-spaced pages in length, 12 pt. font, APA format for citations. You should include 1-2 academic articles or books about theories for your paper. Please submit the paper to D2L.

The resources you may use, but are not limited to, can be found via the following websites, books, and articles:

- Use a Learning Theory: Constructivism, Retrieved on Jan. 10, 2019 from https://www.youtube.com/watch?v=Xa59prZC5gA

Rubrics for Assignment #3

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenario</td>
<td>Comprehensive description of the entire process of classroom teaching, focusing on how instruction is differentiated to address strengths and student’s needs, interactions between teacher and student(s), and instructional materials. (1.5pts)</td>
<td>Description of the entire process of classroom teaching, less focusing on how instruction is differentiated to address strengths and student’s needs, interactions between teacher and student(s), and instructional materials. (1pt)</td>
<td>Incomplete description of the entire process of classroom teaching, less focusing on how instruction is differentiated to address strengths and student’s needs, interactions between teacher and student(s), and instructional materials. (0.5pts)</td>
</tr>
<tr>
<td>Reflection</td>
<td>Well-integrated reflection on the scenario with three or more theories coherently and logically. Each theory goes with evidence from the scenario. (3pts)</td>
<td>Good reflection on the scenario with two to three theories clearly. Each theory goes with evidence from the scenario. (2pts)</td>
<td>limited reflection on the scenario. three theories are not clearly stated. (1pt)</td>
</tr>
</tbody>
</table>
4. Using Books to Design a Constructivist Lesson Plan and Teach in a Classroom (16%)

You and your partner (2 students) are expected to select an age-appropriate book (K-3) for teaching Math, Science, and Social Studies. Then design a lesson plan with the selected book based on constructivist learning theory. Before designing a lesson plan, a pre-assessment is required to get the child’s prior knowledge and skills relevant to your lesson so that it can better assist you with your lesson plan and teaching. Once you complete the lesson plan, you and your partner teach the lesson in a selected classroom.

The specific tasks as follows:

- a) Select a picture book from your mentor teacher’s classroom library and **create an activity to go with the theme of story.**
- b) **Create a Pre-assessment Instrument (questions/activity)** to identify students’ prior experience related to your topic. Examples of pre-assessment will be presented and discussed in class. The following article will help you get more ideas about it:
  
- c) Assess students’ prior knowledge and skills in the classroom of the ECH350 using the pre-assessment instrument you created. **collect data of pre-assessment and analyze the data** in order to come up with learning objectives, content, and teaching strategies for a lesson plan.
- d) **Create a lesson plan** based on the topic related to the selected book and the results of pre-assessment. At least a TEKS related to the subject matter of your topic should be included. The lesson plan template will be provided in class.
- e) Get **my approval** before you teach a lesson. Please come to my office during the office hours to talk about it with me.
- f) **Teach a lesson** in a classroom of the ECH350 for 10-15mins. A constructivist lesson teaching should be taken a video. You and your partner are supposed to share the teaching responsibility.
- g) **Write a reflection** on the lesson teaching based on constructivist learning theory and classroom-based assessment. Format should be 1-2 single-spaced pages in length, 12 pt. font, APA format for citations. You should include 1-2 academic articles or books about theories for your paper.
- h) Upload the papers of pre-assessment instrument, data analysis of the pre-assessment, lesson plan, the video of teaching, and reflection to D2L.

**Rubrics for Assignment #4**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-assessment</td>
<td>Pre-assessment instrument is age appropriate, highly relevant to the topic. new concepts, content, and skills that will be learned are clearly identified. Data analysis is in a logical way. (3pts)</td>
<td>Pre-assessment instrument is age appropriate, relevant to the topic. New concepts, content, and skills that will be learned are identified. Data analysis is in a logical way. (2pts)</td>
<td>Pre-assessment instrument is less age appropriate, relevant to the topic. New concepts, content, and skills that will be learned are not identified. Data analysis is not clear. (1-0pts)</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>The TEKS are relevantly identified. Learning objectives</td>
<td>The TEKS are identified. Learning objectives are not</td>
<td>The TEKS are identified. Learning objectives are not</td>
</tr>
</tbody>
</table>
are written in SFA way. The plan is aligned with students’ prior academic learning and life experiences, congruent with pre-assessment data analysis. Each component of lesson plan format is completed. The plan reflects constructivism learning theory. (4pts)

written in SFA way. The plan isn’t aligned with students’ prior academic learning and life experiences, or less congruent with pre-assessment data analysis. Each component of lesson plan format is completed. The plan reflects constructivism learning theory. (3pts)

neither written in SFA way nor congruent with pre-assessment data analysis. The plan isn’t align with students’ prior academic learning and life experiences. 1-2 components of lesson plan format are missing. The plan less reflects constructivism learning theory. (2-0pts)

Teaching Video

Share teaching responsibility, clear language instruction for students, proper way to demonstrate the teaching and learning materials, proper way to interact with students, complete activity. (6pts)

Share teaching responsibility, clear language instruction for students, less proper way to demonstrate the teaching and learning materials, less proper way to interact with students, complete activity. (3-5pts)

Share teaching responsibility, clear language instruction for students, less proper way to demonstrate the teaching and learning materials, less proper way to interact with students, incomplete activity. (2-0pts)

Reflection

Well-integrated reflection on the teaching with at least three points of constructivism learning theory coherently and logically. Summarize the performance of the whole class, and analyze the specific strengths and needs of three focus students and explain how your instruction is differentiated to guide diverse students’ learning. (3pts)

Good reflection on the teaching with one to two points of constructivism learning theory clearly. Doesn’t summarize the performance of the whole class, or analyze the specific strengths and needs of three focus students or does not explain how your instruction is differentiated to guide diverse students’ learning. (2pts)

Limited reflection on the teaching, constructivism learning theory is not clearly stated. Neither summarize the performance of the whole class, nor analyze the specific strengths and needs of three focus students or explain how your instruction is differentiated to guide diverse students’ learning. (1-0pt)

5. Curriculum Model Exhibition (10%)
You and you team (3 or 4 students) are expected to choose one of the four curriculum models (The High/Scope® Curriculum, The Reggio Emilia Approach, The Montessori Method, The Waldorf Method), prepare a trifold presentation and teach an authentic activity on your curriculum model using proper materials.

You may need the following guiding questions to lead you to exhibit the curriculum model you chose:

- What is the role of the teacher in learning activities?
- What’s the concept of “child” in the curriculum?
- What does the learning look like in the curriculum?
- What are the theorists/theories embedded in the curriculum?
- What are resources available to support curriculum implementation?

The trifold should cover all the above mentioned 5 questions. Use colorful pictures and other artifacts to enhance your work. Activity should be highly relevant to the curriculum model you chose. Please attach a statement of task responsibility.

The resources you may use but are not limited to the following websites, books, and articles:
Rubrics for Assignment #5

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trifold</td>
<td>All the guiding questions are clearly answered. The form is eye catching, including colorful pictures and other artifacts. (3pts)</td>
<td>All the guiding questions are answered. The form is eye catching, including colorful pictures and other artifacts. (2pts)</td>
<td>Some guiding questions are not answered. The form looks good. (1-0pts)</td>
</tr>
<tr>
<td>Presentation</td>
<td>Clearly articulate the content of trifold. Maintain an effective pace and eye contact. Stay within the allotted time. Share presenting responsibility. (2pts)</td>
<td>State the content of trifold. Maintain an effective pace and eye contact. Stay within the allotted time. Share presenting responsibility. (1pts)</td>
<td>Some items of trifold are not stated. Doesn’t maintain an effective pace and eye contact. Doesn’t stay within the allotted time. Share presenting responsibility. (0.5-0pts)</td>
</tr>
</tbody>
</table>
6. My Dream Curriculum Model for K-3: Visual Version/Presentation (10%)

Using your imagination and thinking out of the box, you and your partner (two students) are expected to create a blueprint of a new curriculum model for K-3 adopting the theories you learned. Cross-curriculum connections should be taken into consideration. You could create a poster, prepare a colored pamphlet, create a webpage, or design it as a model school that is built on a flat surface (cardboard base perhaps). Week 14 is scheduled for the gallery walk, where you and your partner share your Visual Version of My Dream Curriculum Model.

You may need the following guiding questions to lead you to create a curriculum model:

- What are the goals of the curriculum?
- What’s your theory for the curriculum? And why? (you may create your own theory or adopt the theories you learned.)
- What’s the role of teachers in learning activities?
- What’s the image/concept of “child” in the curriculum?
- How will children learn best?
- How will teachers grow professionally?
- What’s the role of families as partners in children’s development and learning?
- How will the instruction meet the diverse needs of students?
- What’s the requirements the curriculum must meet? (e.g., outcomes, standards)
- How is cross-curriculum connected?
- What are resources available to support curriculum implementation?


Rubrics for Assignment #6

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Version</td>
<td>All the guiding questions are clearly answered. The form is eye catching and well organized. (5pts)</td>
<td>All the guiding questions are answered. The form is eye catching and well organized. (3-4pts)</td>
<td>Some guiding questions are not answered. The form looks good. (2-0pts)</td>
</tr>
<tr>
<td>Presentation</td>
<td>Clearly articulate the content of My Dream Curriculum Model, maintain an effective pace and eye contact, stay within the allotted time, share presenting responsibility. (5pts)</td>
<td>State the content of My Dream Curriculum Model, maintain an effective pace and eye contact, stay within the allotted time, share presenting responsibility. (3-4pts)</td>
<td>Some items of My Dream Curriculum Model are not stated. maintain an effective pace and eye contact, stay within the allotted time, share presenting responsibility. (2-0pts)</td>
</tr>
</tbody>
</table>
7. Write a Critique of the DAP and standards (6%)

You are expected to read the assigned materials about Developmentally Appropriate Practice, then answer the question (Is teaching the standards developmentally appropriate practice?), and write an article to support your answer. You can choose a specific grade level and a specific core content area to state why teaching the standards is/isn’t developmentally appropriate practice. For instance, you choose Texas Essential Knowledge and Skills for Kindergarten (English Language Arts and Reading). Then, you argue teaching English Language Arts and Reading Standards for Kindergarten is/isn’t developmentally appropriate practice using evidences.

Format should be 1-2 single-spaced pages in length, 12 pt. font, APA format for citations. You should include at least 2 academic references/resources for your paper. Please submit to D2L.

You may need the following guiding questions to lead you to write a critique:

- What about the DAP?
- What about the English Language Arts and Reading/Mathematics/Science/social Studies standards?
- Why teaching English Language Arts and Reading/Mathematics/Science/Social Studies standards is/isn’t developmentally appropriate practice?

The relevant resources:

Rubrics for Assignment #7

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>First question</td>
<td>Clearly described the core ideas of DAP. (1pt)</td>
<td>Emerging description of the core ideas of DAP. (0.5 pts)</td>
<td>Incomplete or limited description of core ideas of DAP. (0 pts)</td>
</tr>
<tr>
<td>Second question</td>
<td>Grade level and subject are both clearly identified, and a well-developed summary of the content standards is provided. (1pt)</td>
<td>Grade level or subject are identified, and a developing summary of the content standards is provided. (0.5 pts)</td>
<td>Grade level or subject are not clearly identified, and an incomplete or novice summary of the content standards is provided. (0 pts)</td>
</tr>
<tr>
<td>Third question</td>
<td>The opinion is clearly articulated. The support evidence is relevant to the topic. The argument is logical and coherent. (4pts)</td>
<td>The opinion is articulated with emerging clarity. The support evidence is relevant to the topic. The argument is logical. (2-3pts)</td>
<td>The opinion is not clearly articulated. The support evidence is not relevant to the topic. The argument is not logical or coherent. (1-0pts)</td>
</tr>
</tbody>
</table>

8. Final Performance Exam (10%)

You and your team (3 or 2 students) are expected to review the selected theory/theorist and discuss its application into the practice. Then, create a song/poem/rap or other musical performance to show the selected
theory/theorist and its practice. The name of the theory/theorist should NOT be included in the musical performance. Week 16 is scheduled for the final performance exam.

Upload the lyric of song/rap or poem to D2L.

**Rubrics for Assignment #8**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyric or poem</td>
<td>Includes the main ideas of the selected theory/theorist and its practice.</td>
<td>Includes some aspects of the main ideas of the selected theory/theorist</td>
<td>Includes some basic ideas of the selected theory/theorist and its practice.</td>
</tr>
<tr>
<td></td>
<td>The name of the theory/theorist is NOT included. (5pts)</td>
<td>The name of the theory/theorist is NOT included. (3-4pts)</td>
<td>The name of the theory/theorist is included in the musical performance.</td>
</tr>
<tr>
<td>Performance</td>
<td>Be clear, confident, and professional. Maintain an effective pace and eye</td>
<td>Maintain an effective pace and eye contact, stay within the allotted time,</td>
<td>Not clear, confident, or professional. Maintain an effective pace and eye</td>
</tr>
<tr>
<td></td>
<td>contact, stay within the allotted time, share performance responsibility.</td>
<td>share performance responsibility. The name of the theory/theorist is</td>
<td>contact, stay within the allotted time, share performance responsibility.</td>
</tr>
<tr>
<td></td>
<td>The name of the theory/theorist is NOT included in the musical performance.</td>
<td>NOT included in the musical performance. (3-4pts)</td>
<td>Or the name of the theory/theorist is included in the musical performance.</td>
</tr>
<tr>
<td></td>
<td>(5pts)</td>
<td></td>
<td>(2-0pts)</td>
</tr>
</tbody>
</table>

**IV. Summary of LiveText Assignments:**

THERE ARE NO LIVETEXT ASSIGNMENTS for this course.

**IV. Evaluation and Assessments (Grading):**

TOTAL points to be earned: 100 pts
A = 100 - 90 pts
B = 89 - 80 pts
C = 79 - 75 pts
F = less than 75 pts

*C or better for this course is required as a prerequisite for Field Experience II.

**V. Tentative Course Outline/Calendar:**

The tentative course calendar is provided at the end of this course syllabus and as a separate page in the syllabus/timeline module in d2L. PLEASE NOTE: any changes to the original course schedule to better fit the needs of students and/or content of the course will be posted in writing on D2L, but it is your responsibility to stay aware of the changes.

**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**
Required Readings:


Use a learning theory: Constructivism, Retrieved on Jan. 10, 2019 from https://www.youtube.com/watch?v=Xa59prZC5gA

- The professor will provide access to required articles, readings throughout the semester. It is the responsibility of Teacher Candidates to access the readings when assigned.

Recommended Readings:


Early Literacy Learning, Retrieved from https://readingrecovery.org/reading-recovery/teaching-children/early-literacy-learning/


Vygotsky, Piaget, and Bruner, Retrieved from http://ntweb.deltastate.edu/vp_academic/cbranton/vygotskybrunerpiaget.htm
VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful,
thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

**VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/**

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**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. *Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events.* However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. *Whether absences are excused or unexcused, a student is still responsible for all course content and assignments.* Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. *No student shall be allowed to pass the course whose unexcused absence exceed two (2). 5 points will be deducted from overall grade for one unexcused absence, and 10 points will be deducted from overall grade for two unexcused absence.*

Being late for class reflects negatively on the final grade as determined by the instructor. *A Name Tag is provided at the beginning of class. Students should sign-in legibly with their initials and the date on the back of name tag, as they enter the classroom unless they are tardy.* Late class arrivals are disruptive. Tardiness can negatively reflect upon your final grade. If the name tag has been removed by the professor, have a seat and then sign it at the end of class. *Not signing on the back of name tag indicates an absence.* Signing in for someone else and/or absences will reflect negatively on your grade, as determined by the professor.

The following is information that helps clarify and outline student responsibilities, and expectations for enrollment and participation. To be successful you should:

- have time to dedicate to and participate in the course. All assignments cannot be completed, if you are not in attendance and/or tardy and, therefore, no points can be earned.
- all assignments must be completed to receive a grade in this course.
- bring your reading materials and supplies, i.e., flash drive, pad on which to take notes, pen, and other needed materials to class each day.
- take class notes of announcements and use the resources that your professor has prepared in D2L to set your schedule and prioritize your efforts. You must plan to dedicate time to fully participate in the course.
- not get behind in assigned readings and assignments - it can be difficult to catch up.
- submit all work by due date--late work is accepted for feedback, however, a grade of zero will be assigned. All assignments must be submitted for a grade in the course, although points cannot be earned for late work.
- not ask for extra or bonus work to supplement your grade. There is no extra bonus work.
• create all correspondence and assignments, including email, in Standard English. Written work must be professional in work and appearance. This means no casual terms, "text" language, nor any other nonstandard English.

• maintain a copy of all submitted work on flash drive. All assignments must be computer generated and free from spelling and grammar errors.

• Students are expected to exhibit a courteous and mature behavior. The class should remain seated, on task, and respectful to others as not to disrupt student learning, i.e., wandering around the room, talking, asking to borrow items, leaving the classroom, etc.

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**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

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**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

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**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requester will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

**IX. Other Relevant Course Information**

**Admission to Teacher Education** requires a 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of their course work. If the GPA falls below 2.5 during the Field Experience 1 courses or student teaching, students will be dropped from professional education courses. **NOTE:** Those students who entered SFA in fall 2013 and beyond must have and maintain a GPA of 2.75.
<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 01/23</td>
<td>Introduction, overview of syllabus, warm-up discussion, MI survey</td>
<td>PDF: Time tested early childhood theories and practices.</td>
<td>Mind-map A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due: Jan. 26, 11:59pm (Sat.)</td>
</tr>
<tr>
<td>Week 2 01/28 &amp; 01/30</td>
<td>Time tested early childhood theories and practices</td>
<td>PDF: Playing with the Multiple Intelligences: How play helps them grow.</td>
<td>Mind-map of Gardner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due: Feb. 2, 11:59pm (Sat.)</td>
</tr>
</tbody>
</table>
| Week 3 02/04 & 02/06 | Discussion of MI, Developmental domains | PDF: Piaget: Implications for teaching.  
PDF: Vygotsky's theory in the classroom: Introduction.  
|            |                                                       |                                                                         | My MI Profile                               |
|            |                                                       |                                                                         | Due: Feb. 9, 11:59pm (Sat.)                 |
| Week 4 02/11 & 02/13 | Discussion of Piaget, Vygotsky & Bruner | PDF: Classroom instruction: The influences of Marie Clay.  
PDF: Marie M. Clay’s theoretical perspective: A literacy processing theory. | Mind-map of Clay                          |
|            |                                                       |                                                                         | My MI Profile                               |
|            |                                                       |                                                                         | Due: Feb. 16, 11:59pm (Sat.)                |
| Week 5 02/18 & 02/20 | Discussion of Clay, TEKS and lesson objectives | Book: The child and the curriculum.                                     | Mind-map of Dewey                           |
|            |                                                       |                                                                         | My MI Profile                               |
|            |                                                       |                                                                         | Due: Feb. 23, 11:59pm (Sat.)                |
| Week 6 02/25 & 02/27 | Discussion of Dewey, Cross-curriculum connections | PDF: Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective.  
Video: Use a learning theory: Behaviorism | Mind-map of behaviorism                     |
|            |                                                       |                                                                         | My MI Profile                               |
|            |                                                       |                                                                         | Due: Mar. 2, 11:59pm (Sat.)                 |
| Week 7 03/04 & 03/06 | Discussion of behaviorism, Classroom management | PDF: Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective.  
Video: Use a learning theory: Cognitivism | Mind-map of cognitivism                     |
|            |                                                       |                                                                         | My MI Profile                               |
|            |                                                       |                                                                         | Due: Mar. 9, 11:59pm (Sat.)                 |
| Week 8 03/11 & 03/13 (SPRING BREAK: March 18 – 22) | Discussion of cognitivism, Pre-assessment and assessment | PDF: Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective.  
Video: Use a learning theory: Constructivism | Mind-map of constructivism                    |
<p>|            |                                                       |                                                                         | My MI Profile                               |
|            |                                                       |                                                                         | Due: Mar. 15, 11:59pm (Fri.)                |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Resources</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>03/25 &amp; 03/27</td>
<td>Discussion of constructivism, Scaffolding child’s learning</td>
<td>The High/Scope® Curriculum (articles and videos) The Waldorf Method (articles and videos) The Reggio Emilia Approach (articles and videos) The Montessori Method (articles and videos)</td>
<td>Reflection on a scenario of classroom teaching, My MI Profile <strong>Due: Mar. 30, 11:59pm (Sat.)</strong></td>
</tr>
<tr>
<td>10</td>
<td>04/01 &amp; 04/03</td>
<td>Discussion of lesson plan, Differentiated instruction</td>
<td>Chomsky, Gessel, Freud, Erikson, Skinner, Watson, Pavlov</td>
<td>Pre-assessment and constructivist lesson plan, My MI Profile <strong>Due: Apr. 6, 11:59pm (Sat.)</strong></td>
</tr>
<tr>
<td>11</td>
<td>04/08 &amp; 04/10</td>
<td>Discussion of Curriculum Models</td>
<td>Book: Developmentally Appropriate Practice: Curriculum and Development in Early Education (6th Edition). (Section I)</td>
<td>Mind-map B, My MI Profile <strong>Due: Apr. 13, 11:59pm (Sat.)</strong></td>
</tr>
<tr>
<td>12</td>
<td>04/15 &amp; 04/17</td>
<td>DAP and Standards, the diverse needs of students</td>
<td>Funds of Knowledge, more articles will be posted on D2L</td>
<td>Constructivist teaching and reflection, My MI Profile <strong>Due: Apr. 20, 11:59pm (Sat.)</strong></td>
</tr>
<tr>
<td>13</td>
<td>04/22 &amp; 04/24</td>
<td>Exploration of working with ELLs, students in poverty, parent involvement</td>
<td>PDF: Lindsay, G. John Dewey and Reggio Emilia: Worlds apart - one vision</td>
<td>A critique of DAP and standards, My MI Profile <strong>Due: Apr. 27, 11:59pm (Sat.)</strong></td>
</tr>
<tr>
<td>14</td>
<td>04/29 &amp; 05/01</td>
<td>Dream Curriculum Model, Curriculum Model Exhibition</td>
<td>NA</td>
<td>My Dream Curriculum Model, My MI Profile, Curriculum Model Exhibition <strong>Due: May 4, 11:59pm (Sat.)</strong></td>
</tr>
<tr>
<td>15</td>
<td>05/06 &amp; 05/08</td>
<td>COURSE REFLECTION WEEK</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FINAL EXAM</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>FINAL EXAM</strong></td>
</tr>
</tbody>
</table>

PLEASE NOTE: any changes to the original course schedule to better fit the needs of students and/or content of the course will be posted on D2L, but it is your responsibility to stay aware of the changes.