Northhampton Community College
EARL 218: Early Childhood Science
Syllabus

Semester: SPRING 2015
Instructor: MEL SIVELLS
Course: EARL 218
Day / Time: W – 2:00-4:20 PM
Weather line: www.northampton.edu

Phone: 610-861-5473
E-mail: professor.sivells@gmail.com
Section: 01
Facebook: Professora Sivells
Office: REIBMAN 106A
Office Hours: MW 8:30 -10; R – 4 – 5 PM

Catalog Description:
Students learn the development of children’s scientific thinking within the context of cultural, linguistic, and ability diversity. They learn that science is the study of the physical and natural world through observation and experimentation within the Art as a Way of Learning (AWL) framework. Students create and implement standards-based science learning experiences and environments using evidence based practice emphasizing Universal Design for Learning (UDL). Students assess children’s learning and build reciprocal partnerships with families and professionals; they use community resources to support children’s scientific thinking.

Requires 20 hours of (2 hours/ week) field experiences (labs) in programs serving children Pre-K to Grade 4. Early childhood programs must be a licensed family, group, center, Head Start, faith-based, pre-k or nursery school setting.

Additional course fees: $10.00. Child Abuse Registry, Criminal Background Check, and FBI clearances are required.

Also available through Online Learning. Video/DVD documentation of student teaching required (online students only).

PREREQUISITES: EARL106 and EARL107

TOTAL CREDITS: 3  LECTURE HOURS: 2  LAB HOURS: 2

This course is designed to promote student learning in relation to the standards and supportive skills outlined by the National Association for the Education of Young Children (NAEYC). The program standards define what you will know and be able to do when you graduate from the program. What you learn in each class and the assessment of your learning is linked directly to the six standards.

Earl 218 Learning Outcomes

Course Learning Outcome 1: Promoting Child Development and Learning
Students explain, analyze and apply evidence based knowledge of children’s development of scientific thinking and the uniqueness of each child’s expression of learning based on multiple interacting influences to create safe, healthy, respectful, and inclusive learning environments that provide responsive, developmentally appropriate, and arts-integrated learning opportunities.

Student Learning Outcomes
1a. Explain and analyze each child’s characteristics and needs for development of scientific thinking and learning of science concepts.
1b. Explain and analyze multiple influences including cultural, linguistic and ability diversity that result in the uniqueness of each child’s development of scientific thinking and learning of science concepts.

1c. Apply evidence based knowledge of developmental characteristics and multiple influences to create safe, healthy, respectful, inclusive, and aesthetic arts integrated environments and opportunities that support each child’s development of scientific thinking and learning of science concepts.

**Course Learning Outcome 2: Building Family and Community Relationships**
Students explain and analyze evidence based knowledge about complex and diverse characteristics of families and communities using multiple perspectives to support each child’s scientific thinking through collaborative relationships.

**Student Learning Outcomes**
2a. Explain and analyze how diverse and complex characteristics including cultural, linguistic and ability diversity in families and communities affect the development of each child’s scientific thinking and learning of science concepts.
2b. Explain and analyze strategies teachers can use to build respectful, reciprocal relationships with families and communities including other professionals to promote each child’s development of scientific thinking and learning of science concepts.
2c. Apply evidence based knowledge to collaborate with families, communities and other professionals to support each child’s development of scientific thinking and learning of science concepts.

**Course Learning Outcome 3: Observing, Documenting, and Assessing to Support Young Children and Families**
Students use evidence based knowledge about systematic observation and the goals, benefits, and appropriate uses of assessment in partnership with families and other professionals to make decisions about environments, curriculum, and interactions to support each child’s development of scientific thinking and learning of science concepts.

**Student Learning Outcomes**
3a. Explain and analyze the goals, benefits, and uses of assessment of science concepts.
3b. Apply ethical methods of systematic observation, documentation, and assessment.
3c. Explain and analyze how to partner with families and professionals in each child’s assessment process.
3d. Apply and analyze evidence based knowledge of observing, documenting, and assessing to make decisions about environments, curriculum, and interactions to support each child’s development of scientific thinking and learning of science concepts.

**Course Learning Outcome 4: Using Developmentally Effective Approaches**
Students use evidence based knowledge to build positive relationships and supportive interactions as the foundation for their work with children and families. Students apply arts integrated, developmentally appropriate approaches and Universal Design for Learning to support the development of scientific thinking and learning of science concepts.

**Student Learning Outcomes**
4a. Explain, apply and analyze positive relationships and interactions to support each child’s scientific thinking and learning of science concepts.
4b. Explain, apply and analyze teaching skills and strategies including developmentally appropriate practices and technology, to support each child’s development of scientific thinking and learning of science concepts.
4c. Explain, apply and analyze a broad repertoire of arts integrated, developmentally appropriate teaching / learning approaches, and Universal Design for Learning, to support each child’s development of scientific thinking and learning of science concepts.
4d. Reflect on own evidence based practices to support positive outcomes for the development of each child’s scientific thinking and learning of science concepts.

Course Learning Outcome 5: Using Content Knowledge to Build Meaningful Curriculum
Students use evidence based knowledge of science, Universal Design for Learning, inquiry tools, and resources to design, implement, and evaluate curriculum and experiences to support each child’s development of scientific thinking and learning of science concepts.

Student Learning Outcomes
5a. Explain, apply and analyze content knowledge and resources of the science/math symbol system / subject area of science.
5b. Explain, apply and analyze the content knowledge, central concepts, inquiry tools, and structure of science/ math symbol system / subject area of science.
5c. Use evidence based knowledge, early learning standards, Universal Design for Learning, and other resources to design, implement, and evaluate curriculum and experiences to support each child’s development of scientific thinking and learning of science concepts.

Course Learning Outcome 6: Becoming a Professional
Students use evidence based knowledge of ethical guidelines and professional standards. They engage in continuous and collaborative learning and demonstrate knowledgeable, reflective and critical perspectives to make informed decisions about advocating for the subject area of science.

Student Learning Outcomes
6a. Identify and reflect on career goals; identify and involve themselves with the profession.
6b. Describe and explain ethical standards, state and national laws and regulations, and accreditation systems for recognizing quality in early childhood programs.
6c. Describe and explain personal engagement in continuous, collaborative learning and demonstrate reflective and critical perspectives.
6d. Explain and analyze strategies to advocate for each child, family, and the profession.
6e. Explain and analyze knowledge about becoming a professional who can articulate and practice an individual philosophy of children’s development of scientific thinking which includes evidence based practices and Universal Design for Learning.

The following Supportive Skills are to be integrated in assessment as appropriate:
2. Skills in mastering and applying foundational concepts from general education.
3. Written and verbal communication skills.
4. Skills in making connections between prior knowledge/experience and new learning.
5. Skills in identifying and using professional resources.

Alignment of the Course Objectives (above) with National Association for the Education of Young Children, the Division for Early Childhood, and Pennsylvania Special Education Para educator Standards.

<table>
<thead>
<tr>
<th>Course Objective #</th>
<th>NAEYC Standards/Course Learning Objectives</th>
<th>DEC Standards</th>
<th>PA Special Education Paraeducator Standards</th>
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</thead>
</table>
| 1                 | 1a: Knowing and understanding young children’s characteristics and needs  
1b: Knowing and understanding the multiple influences on development and learning. | Development and Characteristics of Learners  
EC2K2 , EC2K6, EC2K7  
Instructional Planning  
ES7K1 | Individual Learning Differences  
SEP3K2 | Development and Characteristics of Learners  
Development and Characteristics of Learners |
### 1c: Using knowledge of development to create healthy, respectful, supportive, and challenging environments.

- Development and Characteristics of Learners: EC2K7, EC2K4, EC2K6
- Language: EC6K1
- Instructional Strategies: EC4S1, EC4S2
- Learning Environments/Social Interactions: EC5S2, EC5S5, EC5S6
- Instructional Planning: EC7K1, EC7K2

### 2a: Knowing about and understanding diverse family and community characteristics.

- Development and Characteristics of Learners: EC2K5, EC2K6
- Assessment: EC8K1
- Language: EC6S1
- Instructional Planning: EC7S1
- Assessment: EC8S1, EC8S2, EC8S6, EC8S11
- Professional and Ethical Practices: EC9S2, EC9S3, EC9S4
- Collaboration: EC10S1, EC10S2, EC10S3, EC10S4

### 2b: Supporting and empowering families and communities through respectful, reciprocal relationships.

- Development and Characteristics of Learners: EC2K7
- Language: EC6S1
- Instructional Planning: EC7S1
- Assessment: EC8S1, EC8S2
- Collaboration: EC10S1, EC10S2, EC10S3

### 2c: Involving families and communities in their children's development and learning.

- Development and Characteristics of Learners: EC2K5
- Learning Environments/Social Interactions: EC5S7
- Language: EC6S1
- Instructional Planning: EC7S1
- Assessment: EC8S1, EC8S2
- Professional and Ethical Practices: EC9S2, EC9S3
- Collaboration: EC10S2

### 3a: Understanding the goals, benefits and uses of assessment.

- Instructional Planning: EC7K3
- Assessment: EC8K3, EC8S4

### 3b: Knowing about assessment partnerships with families and other professionals.

- Learning Environment/Social Interactions: EC5S7
- Instructional Planning: EC7S3
- Assessment: EC8K1, EC8S1, EC8S2, EC8S6, EC8S8, EC8S9, EC8S10

### 3c: Knowing about and using observation, documentation

- Professional and Ethical Practices: EC9S4
- Collaboration: SEP8K1, SEP8S1, SEP8K2, SEP8K3.
<table>
<thead>
<tr>
<th>4a: Understanding positive relationships and supportive interactions as the foundation of their work with children.</th>
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<tbody>
<tr>
<td><strong>Instructional Strategies</strong></td>
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<tr>
<td>EC4S3, EC4S5</td>
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<tr>
<td>Learning Environments and Social Interactions</td>
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<td>EC5K4</td>
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<tr>
<td>Foundations</td>
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<tr>
<td>EC1K1, EC1K2</td>
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<tr>
<td><strong>Development and Characteristics of Learners</strong></td>
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<td>EC2S1</td>
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<td>EC3S2</td>
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<td><strong>Instructional Strategies</strong></td>
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<td>EC4S1, EC4S3, EC4S5</td>
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<tr>
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<td>EC7K1, EC7S2, EC7S8</td>
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<td>Professional and Ethical Practices</td>
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<td>EC9S6</td>
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<td>Collaboration</td>
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<td>EC10S1, EC10S9</td>
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<td>Foundations</td>
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<tr>
<td>EC1K2</td>
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<tr>
<td><strong>Development and Characteristics of Learners</strong></td>
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<tr>
<td>EC2K6, EC2K7, EC3S2</td>
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<tr>
<td><strong>Instructional Strategies</strong></td>
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<tr>
<td>EC4S1</td>
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<th>4b: Knowing and understanding effective strategies and tools for early childhood education.</th>
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<tr>
<td>Language</td>
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<tr>
<td>SEP7S1</td>
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<tr>
<td>Foundations</td>
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<td>SEP1K1</td>
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<tr>
<th>4c: Use a broad repertoire of developmentally appropriate teaching/learning experiences</th>
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<tr>
<td><strong>Instructional Strategies</strong></td>
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<td>SEP4S1, SEP4S2, SEP4S3</td>
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<th>4d: Reflecting on their own practice to promote positive outcomes for children.</th>
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<tr>
<td><strong>Instructional Planning</strong></td>
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<tr>
<td>SEP7S2, SEP7S1</td>
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<tr>
<td>Foundations</td>
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<td>SEP1K2</td>
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<thead>
<tr>
<th>5a: Understanding content knowledge and resources in academic disciplines.</th>
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<tr>
<td><strong>Instructional Planning</strong></td>
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<td>EC7K2</td>
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<tr>
<th>5b: Knowing and using central concepts, inquiry tools, and structures of content areas or academic disciplines.</th>
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<tr>
<td><strong>Instructional Planning</strong></td>
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<tr>
<td>EC7K1, EC7K2</td>
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<td>Professional and Ethical Practices</td>
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<td>EC9S6</td>
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<tr>
<th>5c: Using their own knowledge, appropriate early learning standards, and other resources to design, evaluate and build meaningful,</th>
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<tbody>
<tr>
<td><strong>Instructional Planning</strong></td>
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<tr>
<td>WP10S5, WP10S6</td>
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<tr>
<td>SEP1K2</td>
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<tr>
<td><strong>Instructional Strategies</strong></td>
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<td>WP4K3, WP4K4</td>
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<tr>
<td>SEP4S1, SEP4S2, SEP4S3</td>
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</table>
DEC - Initial Special Education Professionals in Early Childhood Special/Education/Early Intervention, Birth to Eight Standards:

Standard 1: Foundations
Standard 2: Development and Characteristics of Learners
Standard 3: Individual Learning Differences
Standard 4: Instructional Strategies
Standard 5: Learning Environments/Social Interactions
Standard 6: Language

<table>
<thead>
<tr>
<th>Standard</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1: Foundations</td>
<td>EC1K1, EC1K2</td>
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<tr>
<td>2: Development and Characteristics of Learners</td>
<td>EC2K6, EC2K7, EC3S1, EC3S2</td>
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<tr>
<td>3: Individual Learning Differences</td>
<td>EC4S1, EC4S3, EC4S5, EC4S6, EC4S7, EC4S8</td>
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<tr>
<td>4: Instructional Strategies</td>
<td>EC5K3, EC5S1, EC5S2, EC5S3</td>
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<tr>
<td>5: Learning Environments and Social Interactions</td>
<td>EC5S5, EC7S2, EC7S5, EC7S8</td>
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<tr>
<td>6: Language</td>
<td>EC8S11</td>
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<tr>
<th>Standard</th>
<th>Topics</th>
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<tr>
<td>7: Instructional Planning</td>
<td>EC7S3, EC9S4</td>
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<tr>
<td>8: Professional and Ethical Practice</td>
<td>EC9KI, EC9S1</td>
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<tr>
<td>9: Professional and Ethical Practice</td>
<td>SEP9K1, SEP9S1</td>
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<tr>
<th>Standard</th>
<th>Topics</th>
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<tr>
<td>6a: Identifying and involving oneself with the early childhood field.</td>
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<tr>
<td>6b: Knowing about and upholding ethical standards and other professional guidelines.</td>
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<tr>
<td>6c: Engaging in continuous, collaborative learning to inform practice.</td>
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<tr>
<td>6d: Integrating knowledgeable, critical and reflective perspectives on early education.</td>
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<tr>
<td>6e: Engaging in informed advocacy for children and the profession.</td>
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</table>
Standard 7: Instructional Planning
Standard 8: Assessment
Standard 9: Professional and Ethical Practice
Standard 10: Collaboration

*SEP - Pennsylvania Special Education Paraeducator Standards:*
Standard 1: Foundations
Standard 2: Development and Characteristics of Learners
Standard 3: Individual Learning Differences
Standard 4: Instructional Strategies
Standard 5: Learning Environments/Social Interactions
Standard 6: Language
Standard 7: Instructional Planning
Standard 8: Assessment
Standard 9: Professional and Ethical Practice
Standard 10: Collaboration

**Textbooks and Resources**

**Textbooks:**


   ISBN: 0-590-97313-4

**E-Portfolio:**
4. Students purchase Task stream card from the book store to create an e-portfolio.

**Required Resources:**


7. PA Dept. of Education. (Current edition). *PA Learning Standards Early Childhood for Infant Toddler, Early Childhood, Kindergarten.* Harrisburg, PA: PA Department of Education. (referred to as “PA-ELS” in Course Calendar)
   Also available online at: http://www.pakeys.org/pages/get.aspx?page=Career_Standards

8. PA Dept. of Education. (Current edition). *PA Learning Standards Early Childhood for 1st Grade, & 2nd Grade.* Harrisburg, PA: PA Department of Education. (referred to as “PA-ELS” in Course Calendar)
   Also available online at: http://www.pakeys.org/pages/get.aspx?page=Career_Standards

10. PA Department of Public Welfare. (Current edition). The Pennsylvania Code: Child Day Care Center; Group Homes; Family Child Care Homes. Harrisburg, PA: DPW. (Referred to as “PA Code” in Course Calendar) Available online at: http://www.dpw.state.pa.us/provider/earlylearning/index.htm


16. NAEYC position statement on curriculum, assessment, and program evaluation (with DEC-specific version) http://www.naeyc.org/positionstatements/cape

17. Cultural, Linguistic, and Ability Diversity (CLAD) Resource Packet Also available online at: http://www.northampton.edu/Early-Childhood-Education/Student-Resources-and-Presentations.htm

18. Sketch pad or notebook with unlined paper

19. Binders: Course Assessment Portfolio (1” size); TAOC Portfolio (3” size)

20. In addition to the required textbooks and resources, you will also need access to:
   - Computer
   - Digital Camera
• Digital Video
• Lab Apron

Instructor Resources:


Course Policies

Class Attendance and Withdrawal:
Online courses are designed to give you some flexibility in your ability to access course content, submit assignments, and interact with your instructor and fellow students. However, these courses are not self-paced. You are expected to fully participate in all class activities, and to submit all assignments by their due dates.

Note that if you do not participate in the class, submit assignments, or contact the professor during a consecutive two-week period, you may be withdrawn from the class on the recommendation of the professor. However, do not assume that this will happen automatically. Unless you officially withdraw, you may owe money and receive an "F" as your final grade.

Assignments:
All assessments will follow the APA format:
• All assessments (including Journals) will have a cover page
• Cover pages for all assignments will include: (in this order)
  o Name
  o Assignment Title
  o Course Section and Semester
  o Professor’s Name
  o Date Submitted
• Running Head and page numbers will be used
• Reference page citations will be correctly formatted
• In-text citations will be correctly formatted and must match the reference page
• 12-point font, double space, and page numbers will be used
• Paragraphs will be indented

Consequences of Late Work or Missed Exams:
Assignment details and due dates can be found in the Assignments section of Blackboard. Late assignments will result in points deducted as follows:
• All weekly assessments (e. g. journals) are due on time. Late submissions will not be accepted.
• All major papers, projects, and quizzes will drop two percentage points for each day that they are late. Refer to rubrics for further information.
• All missed assessment items will get "0" points.

In case of unexpected emergencies that result in lateness, email your course instructor as soon as possible.

Electronic Communication: I will be using NCC e-mail account through Blackboard to communicate with the group or individuals as needed. You are expected to check your NCC e-mail regularly. If you have any questions or concerns, contact me through my NCC e-mail, by
writing the course number in the “subject line”. I will not open any mail sent through a personal account.

**Privacy Statement**

All video assignments are designed to support your learning; however, we must respect the confidentiality of each child and their family. These videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to YouTube, you must make sure it is unlisted and should be removed upon completion of your course. Make sure that every child you photograph or video tape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.

**Photo /Video Release Form:**

Make sure that every child you photograph or video tape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the portfolio.

**Tutoring Services:** The Learning Center at NCC provides free tutoring services, including real-time online tutoring. Please see the folder called **Student Rights and Support Services** in the **Course Information** page for details and applicable tutoring links. See the following website for the most up-to-date online tutoring schedule and information:

http://www.northampton.edu/Student-Resources/Learning-Center/Tutoring-Services/Online-Tutoring.htm

Access the online tutor for ECE courses at the following email address:

**ece**tutor@northampton.edu

**Advising:** The current ECE advisor is Andrea Powell. Her contact information is as follows:

email: **apowell@northampton.edu**

Phone: 610-861-4145

**Incomplete Policy:** An Incomplete grade of “I” is issued only at the student’s request with the permission of the instructor, to allow completion of specific course work the student did not complete due to valid, unforeseen circumstances. The deadline for completing the course requirements is no more than 5 months after the date grades were due in the semester in which the “I” grade was issued. The professor will designate that the incomplete grade becomes a specific letter grade if the work is not completed.

**For further information** regarding any NCC procedures or policies refer to the current **Student Handbook** at the following link:


**Attention Students!**
This course has been constructed utilizing Principles of Universal Instructional Design. If you are requesting reasonable accommodations, please contact the Office of Disability Services at 610-861-5342 or disabilityservices@northampton.edu. Additional information for students with disabilities may also be found at http://www.northampton.edu/Student-Resources/Disability-Services.htm

**Important NCC Services and Policies**

**GENERAL COLLEGE POLICIES:**

**Class Attendance and Withdrawal:** Class attendance and engagement in the learning process are critical factors in determining students’ success in their courses. NCC students are expected to attend all class sessions of courses in which they are enrolled, and are responsible for all material presented in class sessions of these courses. (Check COURSE policy section of syllabus for specific instructor policies in addition to college policies)

A student who misses class more than twice the number of weekly meetings of the class (or the equivalent in short-term classes) may be withdrawn from the course by the instructor. Students who are withdrawn for poor attendance will receive a grade of W. Faculty may issue a withdrawal through the first 90% of the semester (14th week or equivalent in short-term classes). After the 90% period a student may not withdraw or be withdrawn.

Students who are withdrawn from the class for lack of attendance may appeal the enforced withdrawal to the instructor. If the instructor agrees to reinstate the student, he/she will be required to complete a reinstatement form and return it directly to the Vice President for Student Affairs. If the appeal is denied, the student may speak with the appropriate academic dean and/or the Vice President for Student Affairs. Further discussion may take place with the faculty member, but the final decision on withdrawal rests with the faculty member.

*Students will not be graded on attendance; however, students will be graded on class participation.*

**Academic Honesty Policy:** Northampton Community College considers honesty to be essential to the learning experience. Academic honesty is one of the values that we expect members of the NCC community will apply in their work on this campus and take into their lives beyond NCC. Violations of academic honesty harm the learning experience and violate the expectations and values that we hope the NCC community embraces. We expect all members of the NCC academic community to conduct themselves and their work ethically and honestly.

**Student Responsibilities**

- Students are solely responsible for their work and for making sure that their work represents their own honest efforts to meet the goals of the course.
- They are responsible for learning and following the policies and expectations of the college and for understanding the consequences of actions that violate the policy on academic honesty.
- They are responsible for showing that the work they present is theirs in whatever ways are deemed appropriate by the faculty for the course.

**Faculty responsibilities**

- Faculty members are responsible for demonstrating academic honesty in their work.
• They are responsible for making their expectations related to academic honesty clear to their classes including which activities and resources are allowed and the consequences for violations in their courses.
• They are responsible for communicating about violations of the academic honesty policy to students and their division Dean and to the Vice president for Student Affairs.

**Academic Honesty Violations:** Violations of the academic honesty policy include any actions that attempt to gain academic credit for work that does not represent the student’s own efforts and knowledge. They include, but are not limited to the following situations and examples:

• Cheating on examinations and quizzes –
  o Using notes, materials, and/or mechanical, electronic or technological devices not authorized by the instructor during examinations or quizzes.
  o Providing or receiving help on an examination or test in a manner not authorized by the instructor.
  o Buying, selling, improperly obtaining, or using any tests or examinations.
  o Posing as another student or allowing another student to pose as you when taking an exam or quiz.
  o Altering or adding answers on exercises, exams, or quizzes after the work has been graded.

• Plagiarizing –
  o Using the ideas or words of others without appropriate quotation and documentation that acknowledges the source or sources -- in other words, presenting someone else’s work as one’s own.
  o Copying, exact words, phrases or sentences without quoting and giving credit to the source.
  o Using a paraphrased version of the opinions, work, or ideas of others without giving credit.
  o The wrongful appropriation of all or part of someone else’s literary, artistic, musical, mechanical, or computer-based work.

• Copying all or part of an assignment, (a research paper, lab report, or workbook) from another person or resource and presenting it as your own work.
• Purchasing an assignment and submitting it as your own work.
• Falsifying or inventing information, data or research material. Altering or forging records or submitting false records as part of course work or making false statements, excuses, or claims to gain academic credit or influence grading.
• Listing sources that you never consulted.
• Gaining unauthorized access to another person’s or the College’s computer system or tampering with or copying programs, files, data or access codes associated with coursework.
• Tampering with or damaging the work of others or preventing others from completing their own assignments.

**Consequences of Violations:** When a faculty member believes that a student has committed acts that violate the academic honesty policy, he or she will advise the student of the offense and the penalty imposed. A faculty member may apply one of the following penalties:

• A written warning, with the requirement that the assignment be redone within the instructor’s specified time.
• A failing grade for the assignment or test.
• An “F” grade for the course.
Commitment to Diversity: Northampton Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an integral part of the College’s academic mission to enrich our students' educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Equal Opportunity Office at 610-861-5496 or hwhitaker@northampton.edu

If you see it, report it
northampton.edu/reportit

ONLINE SUPPORT:

NCC Help Desk: helpdesk@northampton.edu and Telephone number 610-861-5413

Office of Online Learning and Instructional Technology: onlinelearning@northampton.edu and Telephone number 610-861-4160

Like Us on Facebook at http://www.facebook.com/ncconlinelearning


Blackboard Collaborate Help: http://support.blackboardcollaborate.com and Telephone number 1-877-382-2293

NCC Online Tutoring: learning-center@northampton.edu

Policy Regarding Children: The extended (defined as 30 minutes or more) presence of unattended children (including children of staff and students) under the age of 16 on campus, unless officially registered in a College program is strictly prohibited.

Children are not permitted in class. The classroom instructor has the authority to make an exception to this policy for an emergency circumstance, using the following criteria: if at all possible, students must contact the instructor prior to the class to seek permission; students may not request this special exception more than twice in one semester; and children may not be disruptive (i.e. – noisy, moving around, interfering with the teaching-learning process) or they will be asked to leave immediately with their parent/guardian.

Disability Services: Northampton Community College encourages academically qualified students with disabilities to take advantage of its educational programs. Services and accommodations are offered to students with disabilities at no additional cost to facilitate accessibility to College programs and facilities. These services are based upon each student’s individual needs and must be indicated by current documentation of disability. For more information, you can contact the Coordinator of Disability Services at 610-861-5342 or TDD (610) 861-5351 or view the Disability Services Webpage by following these links from the NCC homepage (http://www.northampton.edu): Administration > Student Services > Students With Disabilities.

Netiquette: is the etiquette for electronic communications via email, threaded discussions on bulletin boards and online chats. This ensures that all students are being considerate of others, their time and opinions. Listed below are guidelines regarding personal conduct in your virtual classroom communications:

- Responses to other students should address the ideas or work submitted not the person.
- Being respectful is essential. Be understanding of diverse opinions, life experiences, cultures and backgrounds.
- Be mindful this is educational communication.
- Be cautious in using sarcasm or humor which may be misunderstood in online communications.
- Messages can express opinions and personal experiences but be concise. Using all capital letters is appropriate for distinguishing a heading or relevant topic but is also viewed as shouting online.
- Remember your Northampton Community College email is for educational purposes only.

**Instructional Plan**

**Assignments Required and Weight of Each in Determining Final Grade:**

1. Child Assessment Project – 10% **
2. Curriculum Assessment Project – 10% **
3. Professional Growth and Philosophy Paper – 10% **
4. Constructivist Approaches Quiz – 5%
5. Scientific Inquiry Project – 5%
6. Resource File: Family and Community Booklet – 5%
7. Labs – 10%
8. Video Assignments – 6% **
9. Teaching Skills and Strategies Evaluation by Faculty – 5%
10. Participation – 10%
11. Reflection Journals – 10%
12. Weekly Assignments – 10%
13. Course Assessment e-Portfolio – 2%
14. TAOC e-Portfolio – 2%

Students must complete the following assessments in order to pass this course:
- All Key Assessments of the Course **
- Lab Attendance and Assignments
- Course Assessment e-Portfolio
- TAOC e-Portfolio

Students must earn C or better in each of the following assessments in order to pass this course:
- Lab Assignments
- Teaching Skills and Strategies Evaluation by Faculty

**Description of Assignments**

Content related to Cultural, Linguistic, and Ability Diversity will be reflected within the assignments and in the course calendar.

- **Child Assessment Project:**
  The purpose this project is to give you an opportunity gather evidence of one child's learning by observing and recording his/her actions in written and visual format by collecting samples of his/her work. You will use this evidence to:
  - Create a Child Assessment Portfolio
  - Write a Child Assessment Paper that documents your knowledge of child development and learning
• Prepare and/or implement a conference to partner with CAC’s family

• **Curriculum Assessment Project:** The purpose of this assessment is to demonstrate your ability to plan, implement, and evaluate learning experiences for each child in the subject area of Science. The project will provide you with learning experiences to:
  - Plan experiences based on various process standards and content standards of Science
  - Implement learning experiences using appropriate teaching skills and strategies to facilitate learning
  - Use *Art as a Way of Learning (AWL) Explorations in Teaching* as a framework to integrate the arts into Math/Science symbol systems
  - Evaluate own ability to promote learning of Science concepts for each child

• **Professional Growth and Philosophy Paper:** The purpose of this paper is to give you an opportunity to reflect on your growth as an early childhood professional, with a focus on Early Childhood Science. Consider your ability to:
  - Involve self with the field;
  - Explain ethical standards and state and national systems for quality in early childhood programs;
  - Research and collaborate with others to inform evidence based practice;
  - Explain ways to advocate within the context of cultural, linguistic, and ability diversity; and
  - Articulate and practice your own philosophy about young children’s development and learning of science.

• **Quiz – Constructivist Approaches:** This quiz will include the constructivist theories by Piaget and Vygotsky, and the teacher’s role for creating a constructivist learning environment.

• **Scientific Inquiry Project:** This is an assignment unique to this class. This is a long term project designed to help you understand the scientific inquiry process. You will pose a question related to a topic of your choice and go through the steps of scientific inquiry process to find answers to your own question.

• **Resource File: Family and Community Booklet:** You will research community resources in the area of science and create a booklet for the family of your CAC in context of his/her interests and abilities related to the area of science.

• **Lab:** Twenty (20) hours of documented lab work is required for this course. You will have ten 2-hour labs beginning with class 4 and continuing through class 13. You must secure a lab site and a cooperating teacher by the end of week 1 of the semester. You may choose to do your labs at your worksite. An *Understanding of Participation* form must be submitted by the lab site by end of week 3 of the semester.

If the Understanding of Participation form comes back from the student's lab site checked "No" for providing services to children at-risk and families in lower economic settings, that student must watch a video and write a reflection. Online students enrolled in a lab based course will complete the CLAD Inventory (CI) and reflection with the first lab course and then update and submit it with each subsequent lab course. All students in EARL 208 will complete the CI and write a reflection.

You will work under a cooperating teacher, completing weekly lab assignments. Lab requirements are as follows:

• Health and safety requirement: As an online student, you are to verify that all requirements for your state or country are met. Please confirm with your lab site.

• Procedures and Guidelines: Follow the Code of Ethical Conduct by The National Association for the Education of Young Children (NAEYC) for all interactions with children, parents, and colleagues.

• Legal Considerations: Make sure that all children captured in photo / video have a signed release on file at the site (refer to Student Manual for a copy) and follow the policies of your lab site. Practice confidentiality by using numbers or fictitious names when describing situations for discussions and/or writing observations. Never discuss children outside class. These photographs and videos can only be
• Video Assignment: You will submit videos of your lab work during lab weeks 1, 5, and 8. These videos will allow you to reflect on your teaching skills and strategies through viewing yourself in action in labs as you interact with your Child Assessment Child (CAC) and other children during implementation of a Learning Experience Plan (LEP). They will also allow your instructor to ‘observe’ your interactions during labs. The video assignment is designed to support your learning; however, we must respect the confidentiality of each child and their family. These videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to YouTube, you must make sure it is unlisted and should be removed upon completion of your course.

• Teaching Skills and Strategies Evaluation by Faculty: Your course instructor will assign a final grade for your use of Teaching Skills and Strategies during labs based on multiple sources of evidence such as lab supervision, feedback from your cooperating teacher, and lab assignments.

• Participate: You will participate in weekly activities, responding to the guiding questions as well as interacting with others. This is an important aspect of the course where you will have an opportunity to share your thoughts as well as clarify your concepts. Evidence based practice and children with diversity will be included in weekly topics.

• Reflection Journals: You will complete ten weekly journals during the semester, reflecting on your own learning of the course concepts. Weekly themes will include culture, language and ability diversity topics.

• Weekly Assignments: You will complete ten weekly assignments during the semester, focusing on the long term inquiry project.

• Course Assessment e-Portfolio: You will follow the step-by-step directions to build your e-portfolio for EARL 218. There are two systems for creating e-Portfolio – Google e-Portfolio and Task Stream e-Portfolio. If you already began documenting your work in a Google e-Portfolio you have two choices:
  • You can continue to maintain and document your work in Google finishing the program with a completed e-Portfolio in Google.
  • You can come aboard with Task Stream and post prior key assessments into your Task Stream account so that when you graduate you have a completed Task Stream e-Portfolio that documents all of your work.

Recommendation from ECE Department: If you are less than halfway through the program you should transfer your work into Task Stream.

• Course Assessment Portfolio Binder: Regardless of the system you use for your e-Portfolio, you will build a portfolio binder following the organization guide provided with the assignment. This will serve as a back-up document for your e-Portfolio. You will submit the table of contents and photos as evidence of your binder.

• TAOC e-Portfolio and Binder: TAOC is the Transfer and Articulation Oversight Committee of the Department of Education in PA. According to the TAOC agreement, there is a statewide Program-to-Program articulation in ECE which allows students to transfer their credits from a 2-year-college to a 4-year-college if they submit a standard and outcomes-based TAOC Portfolio. You will build your TAOC portfolio by organizing required artifacts from each course on an ongoing basis. This will serve as your transfer / internship portfolio. You will create TAOC portfolio using your e-Portfolio system and also in a binder. You will submit the table of contents and photos as evidence of your binder.
Note: Students taking this course for professional development or visiting students will be given an alternate assignment in place of the TAOC portfolio. Students entering a course after taking CDA will not have Task Stream/TAOC Portfolio. They must begin their Task Stream e-Portfolio and TAOC Portfolio with their first ECE course.

For complete descriptions of assignments and rubrics, refer to the Course Information section of Blackboard.

Due Dates for Assignments: All assignments are due by midnight on Wednesday of the week that they are due.

Feedback on Assignments/Projects/Participation
Once your assignments have been submitted they will be graded. You will be able to view your grades and any written feedback in the Grade Book of Blackboard. You can expect to receive a grade and/or written feedback on your weekly assignments (journals, assignments, quizzes) within 7 days of submission.

Assessment Criteria:
The general criteria for grading work is as follows:
A = Students demonstrate ability to describe, explain, analyze, and apply information, reasoning, context, knowledge, and judgment.
B = Students demonstrate ability to describe and explain information, reasoning, and knowledge.
C = Students demonstrate ability to describe information.
D = Students demonstrate partial ability to describe information.

Grade Scale:
The following grades are used in the Early Childhood department:
A   = 93 – 100 %
A-  = 90 – 92 %
B+  = 87 – 89 %
B   = 83 – 86 %
B-  = 80 – 82 %
C+  = 77 – 79 %
C   = 73 – 76 %
D+  = 67 – 72 %
D   = 60 – 66 %
F   = 0 – 59 %

Please note: There are no A+ or C- grades. Any final grade below C means that the course must be repeated and passed in order to enroll in Internship.

Rubrics are provided for each graded assignment. Use your rubric as a guide for completing your assignment, to ensure that you are describing, explaining, and analyzing the course concepts by using your knowledge of related concepts from other courses. Grades are directly related to the quality of your analysis and critical thinking about the assigned questions. Use your own words to explain your thoughts rather than using phrases directly from textbooks and other resources. It is important for you to clearly reflect your understanding of the weekly topics.

The online grade book will calculate your total points and weighted percentages. Your final weighted percentage will be used to determine your final grade.
<table>
<thead>
<tr>
<th><strong>Save all your work!</strong></th>
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<tr>
<td>You are expected to save all your assignments and rubrics on disks/thumb drives as back up data to safeguard against loss of your hard copy or problems with your hard drive. You will need artifacts from this and other courses to develop your TAOC Portfolio.</td>
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# Course Calendar

I reserve the right to change topics or assignments when necessary to make classes more relevant to current events or required student outcomes. Therefore, you should not submit assignments ahead of schedule unless you have obtained permission to do so. Check **Announcements** in Blackboard, Agenda's, and the **Assignments** section for details and/or changes to assignments. Be sure to print out a copy of the Course Calendar with due dates listed. All assignments are due by midnight on Wednesday’s.

<table>
<thead>
<tr>
<th>Wk 1</th>
<th>Topic</th>
<th>Reading Print Materials</th>
<th>Learning Experiences</th>
<th>Lab Assignments</th>
<th>Other Assignments</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Wk 3</td>
<td>Constructivist Curriculum</td>
<td>-C-B: Chapter 2 -Manual: TSS</td>
<td>- Tiered Instructions to your group of &quot;Friends&quot;,</td>
<td>Lab Preparation: -Review Lab</td>
<td>-Assignment 3 Inquiry Project</td>
<td>-Assignment 3 -Journal 3</td>
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<td>Wk 4</td>
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<td>Constructivist Learning Environment; Role of Constructivist Teacher</td>
<td>- C-B: Chapters 3 &amp; 4 - Manual: ECE Curriculum - Website: Center for Applied Special Technology (CAST) - Website: National Center for Universal Design for Learning - UDL: CLAD Packet</td>
<td>- How would you apply Principle 11 (CB, page 42-43) with your group of &quot;Friends&quot; during the second activity on page 43 where self-direction is encouraged? What adaptations will you make to the activity or materials to ensure full participation of your group of &quot;Friends&quot;? - Reflect on the features of constructivist environment and role of the constructivist teacher using examples from prior observations.</td>
<td>Lab 1: Observe - Video 1</td>
<td>- Assignment 4 Inquiry Project Step 3 - Hypothesis - Journal 4 Role of Constructivist Teacher</td>
<td>Assignment 4 - Journal 4 - Lab 1 - Video 1</td>
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<td>Wk 5</td>
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<td>- Website: Howard Gardner - Website: Multiple Intelligences - PBS</td>
<td>- Website: MI Assessment -Website: MI Practice</td>
<td>- Journal 5 Website: Addressing MI through Inquiry-Based Approach</td>
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<td>Assessment / Guidelines from National and State Standards</td>
<td>- Website: National Science Education Standards - Website: PA Early Learning Standards - Website: PA SAS System - Website: Colorin Colorado</td>
<td>-If you were using the assessment strategy used in video 7.5 with your group of &quot;Friends&quot;, how would you individualize it for each child? - Website: -CONNECT Module 7: Key Features of RTI - Website: Formative Assessment – Social Emotional Development - Website: Formative Assessment – Academic Learning</td>
<td>Lab 3: - Reflect &amp; Respond</td>
<td>-Assignment 6 Assessment of ELL - Colorin Colorado</td>
<td>-Assignment 6 -Journal 6 -Lab 3</td>
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<td>Wk 7</td>
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<td>Wk 8</td>
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<td>CROWD prompts (links in Lab 4)</td>
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<td>Constructivist Physics</td>
<td>- C-B: Chapter 5  - Website: PA-SAS System  - Website: PA-ELS  - Website: Science Issue of Young Children Magazine  - Website: YC Magazine: Science in the Air  - Website: PaTTAN – Teachers’ Desk Reference for AT  - Website: CONNECT Handout 5.2 – Equipment  - Website: CONNECT Handout 5.3 – Adaptations</td>
<td>-Work in groups to adapt one of the activities on Physics (ramps and pathways) for your group of “Friends” (Pre-K group).  -Scientific 100: Work in groups to research an influential scientist of the world.</td>
<td>Lab 5:  -Plan and Implement LEP for lab 5: Children’s book related to Science.  -Student Self Eval. of TSS -Video 2  -Coop Feedback on Lab Student Observation Logs</td>
<td>-Assignment 8 Reflection on YC Article – Science in the Air  -Journal 8 Criteria for Physical Knowledge – interacting with ELL children</td>
<td>- Constructivist Approaches Quiz</td>
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<td>Wk 9</td>
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<td>CROWD prompts (links in Lab 4)</td>
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<td>Constructivist Chemistry</td>
<td>- C-B: Chapter 6  - Website: PA-SAS System  - Website: PA-ELS  - Website: Science Issue of Young Children Magazine  - Website: YC Magazine: Recipes for Science Unit  - Website: CONNECT Module 1 on Embedded Interventions Handout 1.1 Examples of Environmental Modifications  - Website: Handout 1.2 Examples of Peer Support</td>
<td>-Work in groups to adapt one of the activities on Chemistry (cooking a snack) for your group of “Friends” (Kindergarten group).  -Scientific 100: Work in groups to research an influential scientist of the world (continued).</td>
<td>Lab 6:  -Plan and Implement LEP for lab 6: Constructivist Physics.</td>
<td>-Assignment 9 Reflection on YC Article – 10 Benefits of Science - Journal 9 Chemistry: Represent concepts of Chemistry in visual art.</td>
<td>- Assignment 9 - Journal 9 - Lab 6</td>
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| 10 | Constructivist Biology | -C-B: Chapter 7  
- Website: PA-SAS System  
- Website: PA-ELS  
- Website: YC Magazine: Science Education Through Gardening  
- Website: PBS Kids in the Classroom  
- Website: Learning Starts  
- Website: Assistive Technology Resources B-3  
- Website: Assistive Technology Resources 3-8  
- Website: YC Magazine: AT – Supporting Participation of Children with Disabilities | -Work in groups to adapt one of the activities on Biology (growing plants) for your group of “Friends” (First Grade group).  
- Website: CONNECT Module on AT Handout 5.5 Planning Tool  
- Website: Handout 5.6 Sophie’s AT Plan  
- Work in groups to plan for Sophie | Lab 7: Technology  
- Plan and Implement LEP for lab 7: Constructivist Chemistry.  
- Website: YC Magazine - Finding Education in Education Technology | - Assignment 10  
Reflect on YC Article – Science Education Through Gardening  
- Journal 10 Biology: Using materials to create UDL environment for promoting development of each child. | - Assignment 10  
- Lab 7  
- Scientific 100 (due with forum 10) |
| 11 | Constructivist Environment and Ecology | -C-B: Chapter 7  
- Website: PA-SAS System  
- Website: PA-ELS  
- Website: YC Magazine: Teaching and Learning About the Natural World  
- Website: YC Magazine: Resources for Science  
- Website: Temperament – Tips from Zero to Three  
- Website: Colorin Colorado | -Work in groups to adapt one of the activities on Environment and Ecology (different types of homes) for your group of “Friends” (Second Grade group).  
- Work in groups to adapt one of the activities on Ecology for LEP for lab 9.  
- Website: CSEFEL – Resources for Teachers Scripted Stories (Print a copy or download PPT of one of the books for Lab 9)  
- Website: Explore ASL Handspeak website to learn signs related to Science | Lab 8:  
- Plan and Implement LEP for lab 8: Constructivist Biology.  
- Video 3 | Reflect in forum on Environment and Ecology: Interacting with ELL children | - Lab 8  
- Video 3  
- Scientific Inquiry Project |
<table>
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<th>Wk 12</th>
<th>Topic</th>
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<td>- Website: PA-SAS System - Website: PA-ELS - Website: National Geographic Kids - Website: Astronomy Kids</td>
<td>-Work in groups to adapt one of the activities on Earth and Space (moon) for your group of “Friends” (Third Grade group).</td>
<td>Lab 9: Large Group -Plan and Implement LEP for lab 9: Constructivist Ecology. -Read at Circle Time from CSEFEL during lab.</td>
<td>Reflect in forum on Earth and Space; reflect on conducting LEP with large group; pose culturally relevant questions</td>
<td>Due 4/15</td>
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<td>Wk 13</td>
<td>Technology</td>
<td>- Website: PA-SAS System - Website: PA-ELS - Website: NAEYC Position Statement on Technology - Website: YC Magazine – Finding Education in Education Technology - Website: YC Magazine Nov.2003 - Website: YC Magazine - Using Technology in Primary Classroom</td>
<td>-Work in groups to adapt one of the activities on Technology (using technology in the classroom) for your group of “Friends” (Pre-K group). -Share own experiences with technology in the classroom</td>
<td>Lab 10: -Plan and Implement LEP for lab 10: Earth and Space. -Student Self Eval. on TSS -Coop Feedback on Lab Student Observation Logs</td>
<td>- Reflect in forum on using Technology in Teaching Young Children</td>
<td>Due 4/22</td>
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<td>Wk 15</td>
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<td>Advocacy for Science Education</td>
<td>- Website: Teachnology - Current Trends in Education  - Website: Children’s Defense Fund on Early Childhood Education and Care  - Website: YC Magazine – Supporting Scientific Thinking and Inquiry Through Play  - Website: NAEYC</td>
<td>- Review the CDF site. Work in groups to discuss what you would like to advocate for for your group of “Friends”. What strategies would you use to spread the word?  -Review YC article to advocate for learning about Science through play.</td>
<td>Lab Make-up # 1: Complete a missed lab</td>
<td>- Reflect in forum on Advocacy Efforts for Science for all children</td>
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<td>Wk 16</td>
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<td>Reading Print Materials</td>
<td>Learning Experiences</td>
<td>Lab Assignments</td>
<td>Other Assignments</td>
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<tr>
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<td>Finals Week Final Projects Due by Noon</td>
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</table>
This syllabus is offered as a guide; however, it is subject to change throughout the semester, as necessary.

**Note:** This syllabus is a summary of important course information. For details, please view the contents of all folders in the Start Here Course Information page as well as the Learning Content and Assignments page in Blackboard. Also check the Announcements page for any changes to the syllabus.