Course Syllabus

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EEC 3210</th>
<th>Course Title: Science for the Young Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3 semester hours</td>
<td>Course Hours:</td>
</tr>
<tr>
<td>College:</td>
<td>Education</td>
<td></td>
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<tr>
<td>Department:</td>
<td>Elementary Education</td>
<td></td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Dr. Nancy Fontaine</td>
<td></td>
</tr>
<tr>
<td>Office Location:</td>
<td>GEC-B Room 200G</td>
<td></td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Fall 2008</td>
<td></td>
</tr>
<tr>
<td>Required Text(s):</td>
<td>Science Experiences for the Early Childhood Years, Jean D. Harlan and Mary S. Rivkin, ninth edition, Pearson Publishers</td>
<td></td>
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<tr>
<td>Telephone:</td>
<td>850-599-3125</td>
<td></td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:nancy.fontaine@famu.edu">nancy.fontaine@famu.edu</a></td>
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</tbody>
</table>

Office Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<th>Saturday</th>
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<tr>
<td>1:30 – 2:00</td>
<td>9:00 – 2:00</td>
<td>1:30 – 2:00</td>
<td>9:00 – 2:00</td>
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COURSE DESCRIPTION

This course will provide students with a knowledge base in regard to basic science for children ages four through eight. Therefore, students will need to have adequate science skills themselves. Through discussions, role playing, other simulations, field experience, and assignments students will become familiar with methods for teaching these science skills to children by planning and facilitating effective methodology. Special emphasis will be on problem solving and critical thinking. Students will also learn information to assist in identifying children who need remediation and methods for providing individualized instruction to meet the needs of all students including those in ESOL and ESE programs.

COURSE PURPOSE

The purpose of this course is to provide a foundation of science education for young children. Once students are familiar with the traditional approaches to science education, they will become proficient in understanding current research-based best practices in science education.
COURSE FOUNDATION
In response to Florida’s demand for accountability from their public schools, the 1997 State Legislature created the Florida System of School Improvement and Accountability, which is designed to improve student performance. The Elementary Education Department, in response to this initiative, strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving student performance and who will assist students in meeting the Florida Sunshine State Standards. The Elementary Education Department endeavors to provide a quality program through the implementation of an integrated curriculum based on the guidelines and competencies aligned with the Florida Sunshine State Standards, Florida Accomplished Practices, Florida Adopted Subject Area Competencies, Association for Childhood Education International, National Association for the Education of Young Children, and those of other learned organizations.

The conceptual framework which guides the work in the Elementary Education Department and the Preschool and Prekindergarten/Primary Program is heavily tied to the integrative education principles and thinking which result in the development of the “Exemplary Professional.” The conceptual framework is grounded in a combination of theories by philosophers such as Dewey, social scientists such as Erikson and DuBois, practitioners such as Bethune, and developmental constructivist theorists such as Piaget and Vygotsky.

The Conceptual Framework in the Professional Education Unit at Florida A&M University’s College of Education is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of many activities and themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the unit strives to produce. Figure 1 provides a diagram of the Exemplary Professional Conceptual Framework.

Through the student’s general studies work and other early activities, research and practices of faculty that is integrated within course content and instruction, coursework within the education major and specialty areas, field clinical experiences, and internships the student evolves into the “Exemplary Professional.”

The Preschool and Prekindergarten/Primary Education Program works within this Conceptual Framework to prepare the pre-professional to work effectively with young children within the context of their family, culture, and community. It assists the student in understanding and respecting the unique differences of individuals, particularly in regard to their cognitive, emotional, social, motor, and language skill development. Coursework, direct experience, practice, and external research enables students to examine current best practices in educating and facilitating the development of children. The emphasis of the Program is on developmental appropriateness through the utilization of a variety of curricula and activities.

The practical application of this information is also prioritized to facilitate a more thorough knowledge and skill in working in the real world. Students are provided with the education standards and competencies required for young children by the Florida Department of Education and school districts throughout the state.
COURSE OBJECTIVES
Students will:

Identify strategies for presenting mathematical concepts leading to proficiency in computation, problem solving, and logical reasoning

Plan and facilitate effective, motivating, and appropriate lesson plans that encompass the Sunshine State Standard competencies
Formally and informally assess student performance based on lessons and activities facilitated with students.

Accommodate lessons and activities to students’ abilities, special needs, gender, language, and culture.

Communicate effectively with students by showing respect and appreciation of diversity.

The Academic Learning Compact for all PreK/Primary Education courses can be found at: http://www.famu.edu/index.cfm?a=Assessment&p=ALCs2006-2007

COURSE COMPETENCIES

Conceptual Framework
Diversity, Technology, Critical Thinking

INTASC
1 Subject Matter, 2 Learning, 3 Diversity, 4 Instruction, 7 Planning, 8 Assessment

FEAP
1 Assessment - Indicators (e, g, j)
2 Communication – Indicators (a – i)
4 Critical Thinking – Indicator (j)
5 Diversity – Indicators (a – f, h, k, l)
7 Human Development and Learning Indicators (a – f)
8 Content – Indicators (a – e)
9 Learning Environment – Indicators (a – q)
10 Planning – Indicators (a – o)
12 Technology – Indicator (b)

PREK/PRIMARY
1 Child growth and development – Indicator (f)
3 Knowledge of research, trends, and standards – Indicators (a, b, c)
4 Knowledge of effective practices – Indicators (a, e – m)
6 Knowledge of developmentally appropriate practices – Indicator (q)
7 Knowledge of diversity – Indicators (a, d)
12 Knowledge of Science

FL SUNSHINE STATE STANDARDS
All Science Standards – Prek – 2nd, and 3rd grades

NAEYC
Standard 1 Child Development
Standard 4 Teaching and Learning
ACEI
Standard 3 Child Development
Standard 4 Teaching and Learning
Standard 5 Professional Lab Experiences

ESOL
Standard 4: Use knowledge of the cultural characteristics of Florida’s LEP population to enhance instruction

Standard 5: Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes

Standard 6: Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students

Standard 14: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary, middle, and high school levels

Standard 15: Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary, middle, and high school levels

Standard 16: Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom

Standard 17: Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at the elementary, middle, and high school levels.

SCHEDULE
August 27, 29  Introduction to Course
                Chapter 1 An Integrated Approach to Science Learning

September 1  Labor Day, No Class
September 3  Chapter 1 cont’d.
September 5  Standards Notebook DUE

September 8, 10, 12  Chapter 2 Science and Families, Teachers, Children, and Community
September 15, 17  Chapter 3 Guiding Science Learning and Assessment
September 19  Field Experience
September 22, 24  Chapter 4 Plants
September 26  Field Experience
September 30, October 1  Plants Lesson Plan DUE, Chapter 5 Animals
October 3  

_**Field Experience**_

October 6  

_**Animals Lesson Plan DUE**, Chapter 6 The Human Body_

October 8  

Chapter 6 cont’d

October 10  

_**Field Experience**_

October 13  

_**Human Body Plan DUE**, Chapter 6 cont’d_

October 15  

Chapter 7 Air

October 17  

Chapter 7 cont’d

October 20  

Chapter 8 Water

October 22  

Chapter 8 cont’d

October 24  

_**Field Experience**_

October 27  

_**Air or Water Lesson Plan DUE**_

October 29  

Chapter 9 Weather

October 31  

_**Field Experience**_

November 3  

_**Weather Lesson Plan DUE**, Chapter 10 Rocks & Minerals_

November 5  

Chapter 10 cont’d

November 7  

_**Field Experience**_

November 10  

_**Rocks and Minerals Lesson Plan DUE**, Chapter 11 Magnetism_

November 12  

Chapter 12 Gravity

November 14  

_**Field Experience**_

November 17  

_**Magnetism or Gravity Lesson Plan DUE**, Chapter 13 Simple Machines_

November 19  

Chapter 14 Sound

November 21  

_**Field Experience**_

November 24  

_**Simple Machines Lesson Plan DUE**, Chapter 15 Light_

November 26, 28  

Thanksgiving Break, No Class

December 1  

_**Sound or Light Lesson Plan DUE**, Chapter 16 Environment_

December 3  

_**Environment Lesson Plan DUE**_

December 5  

_**Curriculum Review DUE, Field Experience Logs DUE**_

December 8 – 12  

Finals Week

**Assignments**

**Standards Notebook**  
10 points

Go online and print out the National Science Education Standards and the Florida Sunshine State Standards for Science for children up through third grade. Put them in a two-part subdivided resource notebook.
Lesson Plans  
5 points each, total 50 points

Students are to develop 10 lesson plans for the following topics: plants, animals, human body, air or water, weather, rocks and minerals, magnetism or gravity, simple machines, sound or light, the environment. A lesson plan format will be provided. Note that it will include a special section that requires accommodations for children in ESOL and ESE programs.

Curriculum Review & Presentation  
20 points

Students will identify a curriculum used within a local elementary school. Review the teacher manuals for kindergarten, first, second, and third grades. Observe the curriculum being used in at least five class sessions. Look at all the materials, including the online or software materials. Write up a review using the format given to you in class. Review the curriculum in terms of typically developing children, as well as those in ESL and ESE programs. Students will present your review of the curriculum to the class.
Field Experience Logs  

Students will be responsible for writing a daily self-reflection about your field experience in a school that serves a diverse population, including those in ESOL and ESE programs. Students must include the following for each entry: what I learned about the lesson taught, what I learned about working with students that are having difficulty, how I can apply my philosophy of educating young children to teaching the subject area.

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<tbody>
<tr>
<td><strong>Standards Notebook</strong></td>
<td>Notebook has few standards, and are not easily identified through the format of the notebook. (less than 6 points)</td>
<td>Notebook contains some standards, yet are not easily identified through the format of the notebook (6-7 points)</td>
<td>Notebook contains most standards within both sets of standards and are easily identified through the format of the notebook (8 points)</td>
<td>Notebook contains all standards within both sets of standards and are easily identified through the format of the notebook (9 – 10 points)</td>
</tr>
<tr>
<td><strong>Lesson Plans</strong></td>
<td>Lesson plans include only one of the five requirements (less than 1 point)</td>
<td>Lesson plans include only two of the five requirements (3 points)</td>
<td>Lesson plans include only four of the five requirements (4 points)</td>
<td>Lesson plans include all five requirements: <em>follow the designated format, include all components, are user friendly, are comprehensive, and target all children</em> (5 points)</td>
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<tr>
<td><strong>Curriculum Review/ Presentation</strong></td>
<td>Curriculum is reviewed and presented using few of the required assessment fields and the presentation is</td>
<td>Curriculum is reviewed using some of the required assessment fields and the presentation is</td>
<td>Curriculum is reviewed using most of the required assessment fields and the presentation is</td>
<td>Curriculum is reviewed using all of the required assessment fields and the presentation is comprehensive</td>
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</table>

Competencies

- CF Professionalism
- FEAP 1, 3, 4, 5, 7, 8, 9, 10
- PreK-Primary 1, 4, 6, 7, 12
- Sunshine State Standards All Science
- NAEYC/NCATE 1, 4
- ESOL 4, 5, 6, 14
- ACEI 3, 4, 5

RUBRIC for Grading Artifact Assignments
<table>
<thead>
<tr>
<th>Field Experience Log</th>
<th>presentation is not comprehensive (less than 12 pts)</th>
<th>not comprehensive (12-14 points)</th>
<th>comprehensive (15-17 points)</th>
<th>(18-20 points)</th>
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</thead>
<tbody>
<tr>
<td>Logs include few days and have no attempt at comprehensive self reflection (less than 12 pts)</td>
<td>Logs include few days and/or are not comprehensive (12-14 points)</td>
<td>Logs reflect most days and include a comprehensive self-reflection (15-17 points)</td>
<td>Logs reflect all 9 days and include a comprehensive self-reflection of: what was taught, who was taught and the teaching philosophy application (18-20 points)</td>
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**Grading**

Scoring will be as follows:

- Rating of 5: 180 – 200  A
- Rating of 4: 160 – 179  B
- Rating of 3: 140 – 159  C
- Rating of 2: 120 – 139  D
- Rating of 1: Below 120  F

**Policies**

The administration and faculty of the FAMU College of Education have a responsibility to guide and support students in their learning and early opportunities to become exemplary professionals in knowledge, skill, and disposition. The Prekindergarten/Primary Education Program and Elementary Education Program and their courses have been developed based on the College of Education Conceptual Framework, and national and state standards and competencies. All Program aspects are continually revised to reflect current trends, issues, and requirements for professional educators.

A positive disposition is critical for high ethical and professional behavior. A willing and cooperative attitude is required for optimal learning. The following guidelines and rules are provided for your reference to guide you, a student, in making decisions regarding your academic career. Your instructors and advisors will continue to reinforce these dispositional requirements for all students.

- While the Department encourages communication of diverse values and beliefs, respect for others must be maintained. This requirement includes verbal and non-verbal respect for all faculty, administration and staff. Take care with how you address other students and your instructors. Be courteous and treat others how you would want to be treated. Respect should also be shown to the traditional and practical value of the content and methods presented in courses, assignments, and field experience.

- Attendance is required for the classes in which you are enrolled. The University and College allows you to be absent in three hours of class time. If there are emergency situations, a note should be provided by a physician, pastor, or individual in a leadership position appropriate to the situation. Attendance also means being on time for classes. If you are late to class, you are officially, not in attendance.

EEC 3210 Science and the Young Child 9
• To ensure that you are appropriately completing your course of study, you will need to meet with your advisor at least once per semester.

• Complete your assignments on time and with the appropriate and required information. Complete your assignments with pride as a professional education student.

• When out in field experience, students should represent FAMU, the College, and the Programs in a respectable manner. Attendance, respect, and professional attitude and dress are required. Your behavior and disposition seriously reflect on the quality of our University, College, and Programs.

• Plagiarism (copying work from another source, such as a student or off the Internet) is not allowed. In addition, turning on assignments that have already been turned in as another course assignment is not acceptable. This is self-plagiarizing.

• Written and oral communication is essential for success as an individual in the society, the community, and in the world of work. Faculty instructors will assist students in obtaining a working knowledge and skill in grammar, spelling, punctuation, non-verbal communication required for professional. Assistance may include, but not be limited to required visits to the Writing Center, rewriting and revising assignments, individualized instruction, online tutoring programs, in class role plays, self videotaping.

• Faculty also will be identifying and working with students who may need assistance in areas that are assessed formally through instruments such as the CLAST and FTCE. Assistance may include required enrollment in test preparation courses, additional assignments, and online tutoring.

• Cell phones are to be completely turned off during classes. Putting them on vibrate is not permitted. It is extremely disturbing to the instructor and other class mates. Check your messages on breaks between or during class.

• To properly assist in the preparation of your technology education, you are required to purchase and utilize the Live Text software. This resource must be purchased in your first semester of taking education coursework. All College of Education faculties are also required to use Live Text. All course syllabi will be posted on Live Text. You will be using this software to post your assignments and collaborate with instructors and your student peers. These assignments will be used to work towards completion of your electronic portfolio. This document is required to be completed during your student internship.

• Beginning fall semester 2008, all students participating in field experience must show evidence of having current liability insurance. Fortunately, many of your professional organizations, such as ***, ****, and the National Association for the Education of Young Children (NAEYC) offer low cost liability insurance to its student members. The COE faculty and administration strongly recommend that you take advantage of this opportunity to become a member and get involved in your student level organization.

• In addition to proof of liability insurance, you will need to have no criminal background record. Therefore, students are required to be fingerprinted before they are allowed to participate in field experience or internships. This process is coordinated through the Office of Student Teaching and the local school district.

Dispositions
As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student's file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and
turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.

**Policy Statement on Non-Discrimination**

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy**

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance**

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-318
Lesson Plan Format

Objective

Standards

Materials

Time Length

Grade Level

Anticipatory Set (Motivating Introduction)

Lesson Directions

Critical Thinking Questions

Assessment

Accommodations For ESOL and ESE
Curriculum Review Guidelines

Curriculum Title

Publisher

Grade Levels

Materials Included

Ease/Difficulties in Use for Teacher

Ease/Difficulties in Use for Students

Level of Keeping Students’ Interest

Ease/Difficulties in Use for Remediation

Ease/Difficulties in Use for Students in ESOL or ESE

Clarity of Graphic Displays

Ease/Difficulties in Use of Assessment Instruments

Respect for Diversity

Recommendations for Revisions
<table>
<thead>
<tr>
<th>Standards/Course Objectives</th>
<th>Description of Assignment</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 4:</strong> Use knowledge of the cultural characteristics of Florida’s LEP population to enhance instruction</td>
<td>Lesson Plans – Lesson Plans – Students are to develop 10 lesson plans for the following topics: plants, animals, human body, air or water, weather, rocks and minerals, magnetism or gravity, simple machines, sound or light, the environment. A lesson plan format will be provided. Note that it will include a special section that requires accommodations for children in ESOL and ESE programs. Use your knowledge of the characteristics of these populations and effective teaching strategies to evaluate activities, materials, etc. to ensure they are appropriate, useful and effective.</td>
<td>LEVEL 1 Lesson plans include only one of the five requirements</td>
<td>LEVEL 2 Lesson plans include only 2 of the 5 requirements</td>
<td>LEVEL 3 Lesson plans include only three of the five requirements</td>
<td>LEVEL 4 Lesson plans include only four of the five requirements</td>
<td>LEVEL 5 Lesson plans include all five requirements: follow the designated format, include all components, are user friendly, are comprehensive and target all children</td>
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<td><strong>Standard 5:</strong> Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes</td>
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<td><strong>Standard 6:</strong> Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students</td>
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<td><strong>Standard 14:</strong> Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion</td>
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on the results
Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary, middle, and high school levels

**Standard 4:** Use knowledge of the cultural characteristics of Florida’s LEP population to enhance instruction

**Standard 5:** Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes

**Standard 6:** Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students

**Standard 14:** Plan and evaluate instructional

<table>
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<th>Field Experience Log</th>
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<th>Logs reflect most days and include a comprehensive self reflection</th>
<th>Logs reflect all 10 days and include a comprehensive self-reflection of: what was taught, who was taught and the teaching philosophy application</th>
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<tbody>
<tr>
<td>- Students will be responsible for writing a daily self-reflection about your field experience of teaching math lessons in a school that serves a diverse population, including those in ESOL and ESE programs. Students must include the following for each entry: what I learned about the lesson I taught, what I learned about working with students that are having difficulty, how I can apply my philosophy of educating young children, regardless of delay, handicapping condition, or...</td>
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outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary, middle, and high school levels.

**Standard 15:**
Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary, middle, and high school levels.

**Curriculum Review** - Students will identify a math curriculum used within a local elementary school that serves children, including those in ESOL or ESE programs. Review the teacher manuals for kindergarten, first, second, and third grades. Observe the curriculum being used in at least five class sessions. Write up your review using the format given to you in class. Be sure to

<table>
<thead>
<tr>
<th>Curriculum is reviewed and presented using few of the required assessment fields and the presentation is not comprehensive.</th>
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<tr>
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<tr>
<td>Curriculum is reviewed using most of the required assessment fields and the presentation is not comprehensive.</td>
</tr>
<tr>
<td>Curriculum is reviewed using all of the required assessment fields and the presentation is comprehensive.</td>
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</tbody>
</table>

**Standard 16:**
Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom.
<table>
<thead>
<tr>
<th>Standard 17: Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at the elementary, middle, and high school levels.</th>
<th>review the curriculum in terms of typically developing children, as well as those in ESL and ESE programs, and how it will need to be adapted to meet their needs as you plan and implement the activities. You will present your review of the curriculum to the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Objectives: Identify strategies for presenting scientific concepts leading to proficiency in scientific research, problem solving, and logical reasoning Plan and facilitate effective, motivating, and appropriate lesson plans that encompass the Sunshine State Standard competencies Formally and informally assess</td>
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<tr>
<td>student performance based on lessons and activities facilitated with students</td>
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<tr>
<td>Accommodate lessons and activities to students' abilities, special needs, gender, language, and culture</td>
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<td>Communicate effectively with students by showing respect and appreciation of diversity</td>
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### Criteria for rating

<table>
<thead>
<tr>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
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<tr>
<td>4</td>
<td>3</td>
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- **Favorable**: The candidate *consistently* and *thoroughly* demonstrates indicators of performance. *(90–100 %)*
- **Acceptable**: The candidate *usually* and *extensively* demonstrates indicators of performance. *(89-80%)*
- **Marginal**: The candidate *sometimes* and *adequately* demonstrates indicators of performance. *(79-70%)*
- **Unacceptable**: The candidate *rarely or never* and *inappropriately or superficially* demonstrates indicators of performance.

### Professionalism: The Teacher Candidate demonstrates professionalism

(Please use a ✓ to indicate level of performance.)

- Acts as a high quality representative of FAMU’s College of Education
- Does not exceed three unexcused absences, per university catalog 2009-2010
- Is in class or field experience site at or before specified time, per Registrar
- Attends class, field experiences, meetings
- Uses appropriate dress and grooming
- Turns off cell phone, puts it away, and avoids checking or making text messages
- Completes assignments on or before due date
- Emotional Management
  - Handles feeling appropriately
  - Reacts reasonably to situations
  - Finds a healthy balance between emotions
  - Accepts responsibility for self and choices

### Outcome

<table>
<thead>
<tr>
<th>F (4)</th>
<th>A (3)</th>
<th>M (2)</th>
<th>U (1)</th>
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**EEC 3210 Science and the Young Child**
- Demonstrates the appropriate use of personal technology during class
- Follows established protocol and procedures and policies
- Is attentive in class, participates in discussions, completes assignments in a timely manner
- Makes choices which demonstrates a commitment to teaching

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**Effective Communication: The Teacher Candidate demonstrates effective communication skills**
(Please use a ✓ to indicate level of performance.)

- Uses standard English language in various settings
- Has written work that is generally error free (spelling, punctuation, grammar)
- Uses appropriate tone of voice for the setting
- Clearly articulates concepts (avoids words such as you know, um, uh-uh, and okay)
- Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity)
- Avoids confrontational behavior
- Is willing to use a variety of technology communication tools
- Works professionally with peers, colleagues, and supervisors or administrators

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(Please use a ✓ to indicate level of performance.)

- Considers opinions of others with an open mind (respects diversity)
- Listens to others in a variety of settings
- Provides equitable learning opportunities for all
- Considers background interests and attitudes
- Reacts reasonably to situations (avoids verbal confrontational behavior)

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### Ethical Behavior: The Teacher Candidate demonstrates ethical behavior
(Please use a ✓ to indicate level of performance.)

- Demonstrates academic honesty
  - Avoids plagiarizing
- Demonstrate honesty inside and outside of the classroom
- Demonstrates trustworthiness
- Understands the importance of professional code of ethics

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- Advocates fairness
- Maintains standards of confidentiality for all information obtained on others

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| superficially       |           |            |          |              |
| demonstrates        |           |            |          |              |
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**Reflective Behavior: The Teacher Candidate demonstrates reflective behavior**

(Please use a ✓ to indicate level of performance.)

- Accepts feedback and suggestions, and incorporates in subsequent practice in various settings
- Demonstrates accurate self-analysis regarding one’s strengths and weaknesses
- Evaluates the effect of his/her choices and actions on self and others
- Accepts feedback in a mature, positive, and proactive manner
- Realizes that learning is an on-going process
- Persists in helping ALL children become successful
- Appreciates and values human diversity

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**College of Education**

**Student Professional Dispositions**

**Fall 2009**

Candidate’s Name: _______________________  Student ID: ___________  Program Area: _________________
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**Professionalism : The Teacher Candidate demonstrates professionalism**
(Please use a ✓ to indicate level of performance.)

- Acts as a high quality representative of FAMU’s College of Education
- Does not exceed three unexcused absences, per university catalog 2009-2010
- Is in class or field experience site at or before specified time, per Registrar
- Attends class, field experiences, meetings
- Uses appropriate dress and grooming
- Turns off cell phone, puts it away, and avoids checking or making text messages
- Completes assignments on or before due date
- Emotional Management
  - Handles feeling appropriately
  - Reacts reasonably to situations
  - Finds a healthy balance between emotions
  - Accepts responsibility for self and choices
- Demonstrates the appropriate use of personal technology during class
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