|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Module Opens Fridays 9am-****Lally & French** Reading**Due Tuesdays Read** | **Class****Date** | **Instructional** **Skill Activities****Wed In-class** | **CLA Thurs** | **On-line Discussions****David Sousa Book****DUE Fridays** | **Standards** |
| 1 | **Course Introduction**: Review ObservationIntroduction to Life Spans* Ice Breaker
 | **Jan 11**  | Introduction Discussion Board #1  **Educating Peter:****A Longitudinal Study** | **Syllabus J**an 12  | Intro’s discussion board  | **J**an 11 | SLO 3 |
| 2 | **Ch 1**: **Life Spans development:** History, Theory, and Research StrategiesProcess Measurement and Mindsets **What do you hope to better understand when you evaluate children**?* Famous People w/disabilities
* BLOOMS
 | **Jan 18** | **Active Ways of Thinking:** induction & deductive; **Social, Emotional, Cognitive****Carol Dweck****13 Disabilities****Perceptions-Decenter****Choice Boards 4 Teach** | **CLA****J**an 19 | **Sousa Ch-1: Brain**: **Ways of Thinking** | **J**an 20 | SLO 3 |
| 3 | **Ch 2:** **Hereditary, Prenatal Development, and Birth**Genetic and Environmental Foundations., Downs: MR and LD, Genetic **How quickly do you give up on something too hard to do?** | **Jan 25**  | **Chromosomal normality:** **Genes & Heredity; Piaget** Introduce Bell Curve | **CLA****Jan 26**  | **Sousa Ch 2 RTI Pyramids vs SPED** | **J**an 27 | SLO 3  |
| 4 | **Ch 2:** **Hereditary, Prenatal Development, and Birth**Prenatal Development & Important Biological Connection **What is the connection between learning theories & learning strategies?** | **Feb 1** | **Heinz:** **Kohlberg: more in Wk 11, Heinz** **Moral Reasoning**Behavioral Assessment **Response to Intervention (RTI**) | **CLA****Feb 2** | **Sousa Ch 4****Speech Difficulties** | **F**eb 3 | SLO 3 |
| 5 | **Ch 3**: **Infancy and Toddlerhood**Birth and the Newborn Baby Cognitive Learning Theories Physical/Medical Intervention **What role does the brain play in “information processing”?****Assign Play-dough color for next week.** | **Feb 8**  | **“The Blind Side” (poverty)**; **“Lean on Me” (Ethnicity); or** **“Freedom Writers” (Ethnicity)****Video Analysis** | **CLA****Feb 9**  | **Brain Breaks and Ted Talk**  | **F**eb 10 | SLO 3 |
| **\*6\*** | **Ch 3: Infancy and Toddlerhood**Physical Development in Early Childhood: (1) Handedness, (2) Brain Def., (3) Fine & (4) Gross Motor **What would proficient motor ability look like?** **Use your motor ability to create a brain** | **Feb 15**  | Introduce Autism: Rain Man**Meet Your Brain**: Quiz in Class**Mini Presentations Impromptu****Motor abilities & Behaviors**  | **None****Feb 16** | **Sousa Ch 9****Video Analysis:** **Rain Man or Forest Gump** | **Feb 17**  | SLO 3  |
| 7 | **Ch 4: Early Childhood Cognitive Development****Piaget's Theory**:Problem solving, recognition: **What role does problem solving play within the brain research?** | **Feb 22** | **Thinking Cognitive & Meta** **Radio & Forrest Gump** ADHD Brain Cognitive Function**Motor abilities & Behaviors** Introduce Vygotsky-Memory | **CLA****Feb 23**  | **Sousa Ch 3: ADD/ADHD & answer E.Q.** | **Feb 24**  | SLO 3  |
| 8 | **(No Chapter) Cognitive, Meta Cognitive Strategies, & “Working Memory”** **(Section 504 versus IEP plans)****Let's Explore how long children will remember their trip to Disneyland? Why? strategies used?**  | **Mar 1** | **Disabilities: more info in Wk 12: Strategies** **Mini Presentations assigned** | **Domains****CLA****Mar 2** | **Memory pages in Sousa:** **50 First Dates** | **Mar 3**  | SLO 3  |
| **Week** | For reading preparation Module Opens Fridays 9am-**Due Tuesdays** | Class**Date** | Instructional Skill Activities**Due Wed In-class** | **CLA Thurs** | On-lineDavid Sousa Book**DUE Fridays** | Standard |
| **\*9\*** | **Ch 4**: **Early Childhood**- **Emotional and Social Development**(**Erickson) Moral reasoning**, Psychoanalytic, gender-stereotyping & **Aggression****What role does problem solving play governing our actions?** | **Mar 8**  | **Socio-emotional:** **Sousa ch-8—Mel Robbins: Motivation** **Announcement**Analysis: **“Beautiful Mind” Section 504 & IEPs: Modify or Accommodate.****Marshmallow Test** | **CLA****Mar 9**  | **Sousa** **Ch-5, 8 Modifications, Accommodations;**  | **Mar 10** | SLO 3 |
| 10 | **Ch 5:** **Middle & Late Childhood** Brain & Learning & Physical Development in Middle Childhood. **How can physical fitness impact academics performance?****Registration Announcement** | **Mar 15**  | Video Critique: “A Beautiful Mind” or “Soloist” or “**Wonder”** Video Analysis**Mini Presentations** **Identify common Disabilities** | **No CLA****Mar 16** | **SEL-Dev:** **Radio,** **Educatable vs Trainable;** **Skill / Task; and Forest Gump** | **Mar 17** | SLO 3 |
|  | **Spring Break Holiday** | **Mar 22** |  | **Mar 23** |  | **Mar 24** |  |
| **\*****11** | **Ch 5:** **Middle & Late Childhood** **Cognitive Development in** (**Piaget) ADD/ADHD** **What is the difference between natural ability versus hard work?** * **Nurture vs Nature**
 | **Mar 29**  | **Erickson & Peer Acceptance;** **Mini Presentations**Bell Curve **Kohlberg Stages**- moral development | **No CLA****Mar 30** | **Sousa: Special needs Populations; Scorpions: IQ, & Twice Exceptional?** | **Mar 31** | **SLO 1** |
| **\*****12** | **Ch 6:** (**Adolescence: THE TRANSITION TO ADULTHOOD)** **Physical, Biological, Brain-Hormonal;** **Piaget’s Formal Operational Thought****Assignments "Data Collection" and "Outline" Information for Portfolio Essay****What influences interfere with the middle school child’s brain to learn?** | **Apr 5**  | **Outline Directions** Sexual Dev. & Activity, Peer Groups**, Sleep**, eating Disorders, and Information processing.**Mel Robbins: 5 Sec Rule & Sleep Announcement**Age 12 into Adulthood**Instructions for Outline** | **CLA****Apr 6**  | **Sousa Ch-5: Story Telling Video Strategies**  | **Apr 7**  | **SLO 1** |
| 13 | **(No Chapter) Adolescence: Socio-emotional** **Final** Project Directions and example **What influences interfere with the (brain’s) ability to learn?** | **Aor 12**  | **CSA; Video Analysis: “Dear John”****Mini Presentations:** **body Image, pregnancy & Infections, & Substance Abuse****Announcement** |  **APA Quiz Apr 13** | ***Outline Due******No Discussion*** | **Apr 14**  | **SLO 1** |
| 14 | **Ch 6: Adolescence: Moral & Psycho-social Dev:** **Erikson, Identity Confusion, Identity Dev., & Several Types of Relationships** Teens & Friendships in their Twenties & Adulting, (NEETS)**How might you ensure "equal opportunity" learn?** | **A**pr 19 | Video: **Graduating Peter** Ideas for Final Teaching Project Story Telling**Discuss Wk #15 Announcement** | **None****Apr 20** | ***How the Brain Organizes Info. Right & Left Brain*** | **Apr 21** | **SLO 1,** |
| 15 | **(no chapter**)**Can you still learn things (i.e. baseball) without having a natural ability?** | **Apr 26**  | Peer Teaching Lesson: Story Telling Activity, using **BLOOM’S Levels of questions**  | **None****Apr 27** | **Weebly** Info. **Course Eval** | **A**pr 28 | **SLO 1** |
| 16 | Finals Week **– May 1 Essay Due** IDSP Essay | **M**ay 3 | No Class-  |  | Course Closes-  | May 5 |  |