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| **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 Observation  Introduction 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 Strategies  Process 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-line  David 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 |  |