**SCRIPT-NC Rubric Indicator Checklist**

Course Number and Name:\_\_**EDU 280 Language and Literacy** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College: Durham Technical Community College

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|  | **Syllabus Rubric Indicator** | **Addressed in Learning Opportunities and/or Assignment(s) in Original Syllabus?** | **Targets for Syllabus Revision** | **Addressed in Assignments in Revised Syllabus?** |
| **REQUIRED INDICATORS** | 1. Engaging, building respectful partnerships, and communicating effectively with families | yes | x |  |
| 1. Supporting young children with disabilities and inclusion | Not explicitly | x |  |
| 1. Supporting young children who are dual language learners | Not explicitly | x |  |
| 1. Supporting young children who are racially, ethnically, and culturally diverse | Not explicitly | x |  |
| Technology | No | x |  |
| NC Foundations | No | x |  |
| Race and racism |  | x |  |
| **ADDITIONAL INDICATORS** | 1. Progress monitoring efforts to make decisions and support progress of young children | yes | x |  |
| 1. Using assistive tools and technology to enhance the development, access, and participation of young children | Not explicitly | x |  |
| 1. Supporting families to understand their young children’s development in areas including literacy, social-emotional, & STEM | yes | x |  |
| 1. Supporting language and literacy development | yes | x |  |
| 1. Supporting social-emotional development |  | x |  |
| 1. Supporting STEM development |  | x |  |
| 1. Building resilience for young children who have experienced maltreatment or trauma |  | x |  |
| 1. Implementing positive behavioral interventions and supports | yes | x |  |
| 1. Collaborating and working effectively with diverse early childhood partners, including specialists & family members | yes | x |  |
| 1. Assisting in the implementation of transition plans across settings (e.g., from preschool to elementary school) | no | x |  |

**EDU 280 Course Schedule**

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| Date | Activities | Assignments |
| 1/14  **1** | Welcome, Introductions, Course Description, Syllabus | Sakai 1-15 to 1-17 Read Chapter 1 Language Development Observation 1 **Due 1/21** |
| 1/21  **2** | Chapter 1:  Beginnings of Communication **Language Development Observation due in Sakai by 8:40 p.m.** | Sakai 1-22 to 1-24 Read Chapter 2 |
| 1/28  **3** | Chapter 2:  The Tasks of the Toddler | Sakai  1-29 to 1-31 Read Chapter 3 Language Development Observation 2  **Due 2/4** |
| 2/04  **4** | Chapter 3:  Preschool Years **Language Development Observation 2 due via Sakai by 8:40 p.m.** | Sakai 2-5 to 2-7 Read Chapter 4  Study for Test 1 on Chapters 1 – 3 |
| 2/11  **5** | Chapter 4:   Understanding Differences  **Test 1 on Chapters 1 - 3** | Sakai 2-12 to 2-14 Read Chapter 5 |
| 2/18  **6** | Chapter 5:  Achieving Language and Literacy Goals through Program Planning | Sakai 2-19 to 2-21 Read Chapter 6 Activity Lesson Plan – **Due 2/25** |
| 2/25  **7** | Chapter 6:  Promoting Language and Literacy **Activity Lesson Plan due via Sakai by 8:40 p.m.** | Sakai  2-26 to 2-28 Read Chapter 7 |
| 3/03  **8** | Chapter 7: Developing Listening Skills (March 2nd Dr. Seuss birthday) | Sakai Read Chapter 8 Study for Test 2 on Chapters 4 – 7 |
| 3/10 | NO CLASS |  |
| 3/17  **9** | **Chapter 8:  Children and Books**  **Test 2 on Chapters 4 - 7** | Sakai Read Chapter 9 |
| 3/24  **10** | Chapter 9:  Storytelling (March 24th last day to drop class) | Sakai Read Chapter 10 |
| 3/31  **11** | Chapter 10:  Poetry | Sakai Read Chapter 11 **Annotated Bibliography  – Due 4/07** **Study for Test 3 on Chapters 8 – 10** |
| 4/7  **12** | Chapter 11: Language growth through flannel boards, puppetry and dramatization **Test 3 on Chapters 8 – 10** **Annotated Bibliography due via Sakai by 8:40 p.m.** | **Sakai Read Chapters 12 - 13** |
| 4/14  **13** | **Chapter 12:  Realizing Speaker Goals and Chapter 13:  Group Times**  **(WOYC – April 13th – 18th)** | **Sakai Read Chapters 14 – 15** Study for Test 4 on Chapters 11 – 13 |
| 4/21  **14** | Chapters 14: Print – Early Knowledge and Emerging Interest and 15:  Reading and Preschoolers  **Test 4 on Chapters 11 - 13** | Sakai Read Chapter 16 |
| 4/28  **15** | Chapter 16: Developing a Literacy Environment | Sakai Read Chapter 17 Study for Test 5 on Chapters 14 – 17 Due 5/05 |
| 5/05  **16** | Chapters 17:  The Family-Center Partnership  **Test 5 on Chapters 14 – 17** (Teacher Appreciation Week – May 4th – 8th) |  |

*le 1: Course Schedule*