****

**Department of Education**

Term: Spring 2011

|  |  |  |  |
| --- | --- | --- | --- |
| **Course:**  | ECE 437 Early Childhood Integrated Curriculum | **Professor:** | Lynn G. Dowd  |
| **Credits:**  | 3 Semester Hours | **Office Hours:** | Tuesday, Thursday10:00-2:00(by appointment) |
| **Classroom:** | 211 McClurg Center for Teaching and Learning | **Office Phone:** | 205(803)360-5704 |
| **Class Meets:** | Saturdays 9:00-3:00 | **Email:** | Lynn.dowd@newberry.edu |
|  **January 29,**  | **February 26, March 19, April 16** |  |  |
|  |  |  |  |
|  |  |  |  |

|  |
| --- |
| **Catalog Course Description:** This course will use interdisciplinary content areas to teach an integrated curriculum and use inquiry-based learning, which is essential in preparing young children to live productively in a global community .We will examine and create curricula to be child centered, relevant and meaningful. The materials will provide a foundation in theory, philosophy and research for you as future teachers to be successful and confident in confronting the many challenges for our children. Prerequisite: Admission to Teacher Education; required of all early childhood education candidates |
|  |
| **Required Textbook:** *The Early Childhood Curriculum; Inquiry Learning through Integration; S Krogh and P Morehouse;* 2008 McGraw-Hill (ISBN: 978-0-07-340377-9) |
|  |
| **Supplementary Materials:** NAEYC Standards (National Association of the Education of Young Children): You must have a printed copy, a PDF file on your desktop, or by saving this link on your desk top: <http://naeyc.org/academy/standards/standard2/> South Carolina Early Childhood Standards (prek-3): You must have a printed copy, a PDF file on your desktop, or have the following link in your list of internet favorites, as it will be used throughout all of your early childhood courses: <http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/documents/gsgs-book-elarevise091108.pdf> ; [Http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/index.html](http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/index.html) Required articles |
|  |
| **LiveText Account:** You must have your live text account and a laptop or access to a laptop for this class. Course calendar will be posted on live text, including announcements, the syllabus, and articles for reading. During class time, I trust you will refrain from any and all internet activities, instant messenger, etc. and use the technology only for this course during our class time. If you violate this trust, I will require you to close the laptop, and participation in technological activities and note taking will be suspended for the remainder of this class, thus affecting your participation grade. |
| **CACP: This course does not require a CACP assignment, however, if you need to submit this requirement please**  **make an appointment with me.** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Learning Outcomes Candidates will:1. Integrate all subject areas and the early childhood standards in order to foster high student achievement. PLO#1
2. Investigate teaching methods using themes, curriculum units and inquiry-based learning for grades K-3. PLO#2
3. Examine each subject area as ground work for knowledgeable and effective integration. Curricula plans should include essential elements on instruction to connect family and home based activities with Literature. PLO#5
4. Develop three integrated lesson plans to be taught in your field experience classrooms. The lessons should be relevant and meaningful to your designated grade level. Literature and other supplementary materials should be included. PLO#4
5. Create a list of children’s Literature books with activities to integrate in your curriculum. PLO#2
6. Keep a reflection journal of all readings and observations in class and your field experience. PLO#4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcomes** The student will… | **Assessment(s)** | **INTASC** | **NCATE** | **NAEYC** | **ADEPT** | **Conceptual Framework** |
| 1 | Integrate all subject areas and the early childhood standards  | Formative-class activities | Planning instructionMultiple instructional strategiesDiverse learners | Pedagogical contentKnowledgeDiversity | Child developmentlearning | Planning and instruction | Best practice |
| 2 | Investigate teaching methods using themes, curriculum units and inquiry-based learning  | Formative-assignments and class activities | Planning instructionMultiple instruction strategiesDiverse learners | Pedagogical contentKnowledgeDiversity | DevelopmentTeaching and learning | PlanningInstruction | Best practiceCollaborationDiversityContent |
| 3 | Examine each subject areas to connect integration with family and home activities | Lesson plan rubric | Multiple instructionStrategiesPlanningCommunication with school and community | KnowledgePedagogical contentDiversity | Communication and technologyProfessionalism | InstructionPlanningProfessionalism | Best practiceCollaborationDiversityContent |
| 4 | Develop three integrated lesson plans to be taught in your field experience.  | Lesson plans/rubric | PlanningMultipleinstruction strategiesMotivationAssessment | Pedagogical contentKnowledgeDiversityClinical experience | DevelopmentTeaching and Learning | PlanningInstructionAssessment | Best PracticeContent |
| 5 | Create a list of Children’s Literature books with activities to integrate the curriculum | Rubric | PlanningMultiple instructional strategiesTechnology | KnowledgePedagogical contentStudent learningDiversity | MotivationTeaching and learning | PlanningInstruction | Best practicesContentDiversityEthics |
| 6 | Reflections | Journals- | Motivation and managementDiversity | Pedagogical contentClinical experience | Observing and documenting Professionalism | InstructionProfessionalism | Best practicesDiversity |

Standards Alignment Chart |  |

|  |
| --- |
| Department of Education Policies**Attendance:** Candidates are expected to be present, on time, and prepared for all classes. A missed class means a missed opportunity to gain knowledge, skills, and dispositions necessary for your chosen career. Excessive absences or tardies will naturally lead to lower grades on work and tests because of these missed opportunities for learning. Three tardies count as one absence. Candidates may only miss a total of five T/TH classes or six M/W/F classes. Absences exceeding the stated number will result in a failing grade for the course.  Missing three classes without documented extenuating circumstances will result in a one letter grade reduction and a disposition form will be filed expressing concern about the candidate’s professional commitment. Candidates are responsible for content covered in class during their absence. Candidates who know in advance that they will be absent from class (for pre-authorized field trips, sports competition, conferences, or similar events) should notify the professor in writing before the absence and turn work in early. Education faculty members reserve the right to ask for verification when determining whether to allow candidates to make up tests or exams.  Candidates who are absent must contact the professor as soon as possible in writing and discuss the situation. (**FAST FORWARD- You must attend all 4 classes unless it is a true emergency. Please keep in mind you will be missing 25% of the course material. It will be very difficult to catch up due to missing pertinent information in class.)** |

**Academic Integrity:** Cheating and plagiarism will not be tolerated.  Perpetrators will receive a “0” on the assignment and a disposition letter will be placed in their Teacher Education file, as it violates Conceptual Framework Ethics. A report of Academic Dishonesty will be filed as part of the student’s record in the Registrar’s Office and with the Associate Dean of Academic Affairs.  A student may receive a grade of “F” for the course. A student whose offense is particularly heinous may be recommended to the Associate Dean of Academic Affairs, who may convene the Academic Integrity Committee, possibly resulting in a judicial sanction and/or expulsion. Students with additional questions should consult the office of the Associate Dean of Academic Affairs (321-5110).

 Please remember that plagiarism includes, but is not limited to: turning in someone else’s work as your own, not citing quoted material, using the same assignment for more than one class without PRIOR approval from the instructors, and including your name on a group project when you did not do your share of the work.

|  |
| --- |
|  |

|  |
| --- |
| **Disabilities Support:** If you are a student with a documented **learning or physical disability** who requires special accommodations, it is your responsibility to make such arrangements by contacting Director of Student Academic Services, Kay Chandler, who also heads our office of Disabilities Support Services.  Her office is located in Wright Hall and she can be reached at 803-321-5187.  Following a confidential interview with you, she will contact your instructors to inform them of your special needs.  Note: Your instructors are not permitted to discuss your disabilities with you until you have registered with the office of Disabilities Support Services.  For further information, please visit [http://www.newberry-college.net/dss](https://mail.newberry.edu/owa/redir.aspx?C=5dc26cc0967c4b13abc85b0d3094a4f7&URL=http%3a%2f%2fwww.newberry-college.net%2fdss) |

|  |
| --- |
| **Electronic Media:** Please turn off all electronic devices, other than your laptop, when entering the classroom. During class, please refrain from taking cell phone calls, sending and receiving text messages and emails, surfing the Internet and listening to IPods as these activities interfere with the learning environment.*Personal computers may be used in class for note-taking and other assignments given by the professor. Students using computers for a purpose other than mentioned above will be asked to shut down the computer* |

**Emergency Procedures:** In case of an extended loss of in-class time due to inclement weather, sickness, natural disasters, etc. students are still responsible for completing course work by following the syllabus and posting assignments in LiveText or to the email of the professor, to the extent possible. The professor will provide course resources, answer questions and make clarifications. It is essential that we continue with instruction and assignments during a loss of in-class time.

|  |
| --- |
| **Course Requirements: Reflection journal, 10 Literature books-with integrated lessons, 3 integrated lesson plans, required readings, final exam****Field Experience:**  **(**NOTE: All field experience hours must be completed in order to receive a passing grade regardless of other grades.)You **must** complete 24 hours of field experience. You are required to notify your host teacher introducting yourself and the time(s) you plan to visit the classroom. Notify your teacher of any change in your planned visit time. The host teacher will receive a letter explaining your requirements and you will keep a log of your attendances and reflections of all visits. You will be teaching 3 integrated lessons in your classroom. Your teacher will evaluate you and return their input to me in order to give you positive feedback. You will be required to video 1 lesson for class improvement strategies. |

|  |
| --- |
| **Instruction: The methods of instruction will vary according to the materials and activities presented in class incorporating Best Practice. Specific prompts for your journal entries will be assigned on selected days; other entries will be open-ended. I will monitor your journal work each class and we will discuss in detail your experiences in the classroom. Your 3 lesson plans should include assessment strategies for your integrated presentations. Please stay in close contact with me via email or phone if you have questions or concerns: 803-360-5704.** |

|  |  |
| --- | --- |
| Grading Scale: Rubrics will be given for each assignment. The scale for each rubric will be 0 to 4 points. | 3.5 < A ≤ 43.0 < B+ ≤ 3.52.5 < B ≤ 3.02.0 < C+ ≤ 2.51.5 < C ≤ 2.01.0 < D+ ≤ 1.50.5 < D ≤ 1.0 F ≤ 0.5 |

|  |
| --- |
| **Professional Dress during the Field Experience:** Teacher candidates at Newberry College are expected to behave professionally and ethically in all relationships with administrators, teachers, parents and students. In addition, candidates are expected to dress in a professional manner any time they are representing the college at a public school. Any visit to a school during a Field Experience or Internship is in effect an interview – candidates need to make a good impression for themselves and Newberry College. During field experience all candidates need to look like professional educators, not college students.  |

|  |
| --- |
| **Class Conduct:** Learning is a social activity. The success of our class depends just as much on the preparation and participation of every student as it does on the preparation and participation of the instructor. Thus, the burden of instruction is shared by all in class. So it is your job to come to class prepared and willing to participate. As the instructor, I am dedicated to making our class a place where all can freely and openly participate. Everyone comes to class with a variety of ideas, points of view, and opinions. You should feel free to express those on the topics at hand while in class, regardless of what those opinions are. You should also, then, be prepared to entertain challenges to those views, either from other students or the instructor. Self-examination, questioning of assumed and long-held views, and the articulation and defense of deeply held beliefs will be asked of you. This can be scary and even painful, but our goal is to allow it to take place in a safe environment, where individuals are free to express their views and dissent. As the instructor, I am not free of these obligations. I have my own views about the topics at hand; my stand on various positions will be apparent. Yet my views should not become your views, nor should they be the views parroted back on various examinations or assessments. Test your views, argue for them, try out others. Just do not be afraid to question the assumptions of yourself and others around you, or all this college business will be largely in vain.In an effort to create a place where views can be freely expressed and discussed, I expect (and will enforce) civil conduct in our discussions. Belittling, sarcasm, insults, and raised voices will not be tolerated.**Research Base:** Helm, J. &Katz, L. (2001). Young investigators: The project approach in the early years. New York, NY: Teachers College Press.An integrated early childhood curriculum: Moving from the what and the how to the why. Teachers College Press, Copyright, 1999, Columbia University.We Must Teach in a Brain-Compatible Way “Did You Know?” column (April, 2008) by Susan KovalikEvans, M. A. (2002, January). How the home influences literacy. Literacy at Work. ABC Canada. 7.The Use of the Integrated Thematic Instruction Model in English Education in the 21st century (2001) Hui-chil Laura Wang and Harry Shih |

**Course Essential Question: What do we want our children to learn in an integrated curriculum, not to survive but to thrive in an integrated world?**

**Course calendar: (Highlighted assignments are to be done at home or in your field experience. Please write reflections on all reading assignments and field experience activities.)**

**You will need to email me your lesson plans completed on the NC template the week you teach your lesson.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class** | **Date** | **Topic/Activity** | **Assignments for next class****(***assignments may be adjusted as necessary)* |
| 1 | Jan.29(bring computerTo class) | Overview of SyllabusIntroduction: The Early Childhood Curriculum: Inquiry Learning Through Integration | Rd.Chapter 1 p.7-11 A Brief historyWriting Lesson PlansField trip discussion |
|  |  | Chapter 1 | p. 23 To Do: field ex.- no. 1 and 2 social behaviors |
|  |  | Chapter 2 | p. 12-18 – outline developmental stages |
|  |  | Chapter 2Activity:Who Am I? | Rd. Ch. 2 p.54-top of 57p. 58 To Do: no. 4  |
|  |  | Chapter 3Activity: StandardsHow Many? | p. 57 to discuss no. 1,3 |
|  |  | Chapter 3Activity: Standards | p. 73 To Do no. 1 field experience |
|  |  | Chapter 4Activity: Thematic Topic | Read Chapter 4-pages 87-top of 91-Digging to ChinaField experience-p95-To do no. 1 |
| 2 | Feb. 26 | Chapter 4 | Thematic unit activities presentedField experience reflections |
|  |  | Chapter 5 | Read Pizza Parlor pages 121—127  |
|  |  |  Chapter 5Activity: Post a question | Field experience-p.129-To do no. 3 |
|  |  | Chapter 5Activities |  |
|  |  | Chapter 6 | Read p.146(bottom)-148 andp.162bottom)-middle 167 |
|  |  | Chapter 6 |  |
|  | March 2 | Mid-term(spring break-March 7-11) | Take home exam emailed by to me by **3:00PM**Read Chapter 7 pages 188-189 and 206-212 |
| 3 | March19 | Chapter 7Activity: Moving On | Reflections field experienceField trip-Center of Inquiry(date to be determined) |
|  |  | Chapter 7 activities  | Field experience-p. 213-To do-nos.1 and 3 |
|  |  | Chapter 8Activity: Standards | Continue observations and reflections |
|  |  | Chapter 8Activity:Fantasy/Realistic | Read Ch. 8 pages 227-228 and bottom p. 239-243  |
|  |  | Chapter 9Activities | Read bottom p. 278-286  |
|  |  |  |  |
|  |  | 10 Literature book integrations due April 16 |  |
| 4 | April 16 | Chapter 10 | Reflections field experienceRead Chapter 10 pages 306-313 |
|  |  | Chapter 10activities |  |
|  |  |  |  |
|  |  |  | Continue observations/preparations for integrated lessons |
|  |  | Chapter 11 | Read Ch. 11 bottom p. 341-343 |
|  |  | Chapter 11activities | Research-p. 352-To Discuss no. 3 |
|  |  | Chapter 12(Moveement-p.380) | Continue observation/ journals |
|  |  | Chapter 12activities(Circle 100 game) | Read Ch. 12 pages 366-367 |
|  |  | Chapter 13 | Concluding thoughts |
|  |  |  |  |
|  |  |  |  |
|  |  |  | Review for exam |
|  |  |  |  |
|  |  |  | Exam |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |