2014

EDEC 340-01 Integrated Curriculum for Early Childhood

Ashley Morgan
morganan@xavier.edu

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Integrated Curriculum for Early Childhood
EDEC 340-01

Tuesday ~ 7:00 p.m. – 9:30 p.m. ~
(3 semester credit hours)

The Mission of Xavier’s Education Department is to educate, in the Jesuit tradition, students from varied backgrounds to be critical thinkers and ethical professionals in education and related fields who effectively contribute to and serve a world of many cultures and diverse communities.

Course Professor: Ashley Morgan, M.Ed
Phone: 513-382-2603
Email: MorganAN@xavier.edu MorganAN@gmail.com

Office Hours: Before and after class or by appointment.

Purpose of Course: Integrated Curriculum in Early Childhood involves the planning of an integrated curriculum for preschool through primary grades. We will be using developmentally appropriate practices and the Ohio and local curriculum models. We will be teaching the use of formal and informal assessment strategies for both summative and formative evaluation purposes. An understanding of diverse populations of children in urban and suburban settings will be emphasized. Prerequisites: EDFD 100; EDFD 110; EDEC 210.

Student Learning Outcomes: Upon the completion of this course, the student will:

1. Identify the differences between integrated curriculum and thematic teaching. (NAEYC 4b, 4c)
2. Identify and understand the brain research that integrated curriculum is based upon. (NAEYC 1a, 1b, 1c)
3. To create and structure an early childhood learning environment that facilitates the use of integrated curriculum methods. (NAEYC 1a, 1c)
4. To create and structure an early childhood learning environment that facilitates authentic formative assessment used in making curriculum decisions. (NAEYC 1c, 3a, 3b, 3c)
5. Use developmentally appropriate practice guidelines to create integrated curriculum. (NAEYC 1a, 1b, 4b, 4d)
6. Use state academic standards to guide creation of integrated learning experience. (NAEYC 3a, 3b)
7. Use curriculum assessment techniques and data documentation methods to record student achievement as measured by the state standards. (NAEYC 3a, 3b, 3c, 5d)
8. Incorporate strategies of teaching and remediation, accommodation and modification in order to meet the needs of all students. (NAEYC 1a, 1b, 1c)
9. Identify methods of modifying and adapting curriculum to meet the needs of students with special needs. (NAEYC 4b, 4c, 4d)
10. Able to use an IEP in the planning and implementing of curriculum for students with special needs. (NAEYC 5e, 3c, 1c)
11. How to appropriately include children and families in the planning, implementation and assessment of an integrated curriculum. (NAEYC 4a, 2a, 2b, 2c)

**Required Readings:**
- *The First Six Weeks of School* (9781892989048)

**Recommended Readings:**
- *The Morning Meeting Book* (9781892989093)
- *Classroom Spaces that Work* (9781892989055)
- *Rules in School* (9781892989420)
- *Literacy Work Stations* (9781571103536)
- *Math Work Stations* (9781571107930)
- *Integrating Differentiated Instruction* (9781416602842)

**Grading**
As part of a teacher-training program, instructors and students are expected and required to demonstrate behavior consistent with a professional career in education. For that reason, expectations are high for the following areas:

1. **Class Attendance/Class Participation/Professionalism (10 points)**
   You are expected to attend each class prepared and ready to actively participate in class discussions. In order to earn credit in any course for which you are registered, the student is required to attend classroom exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure. You are expected to be in class unless something unforeseen occurs to you or your family. **Please call or email**
in the event that you will not be in class. Class participation is an expression of your interest and knowledge of the content. Throughout the class we will complete projects and discuss content. Be sure to have read the assigned readings prior to class.

2. Integrated Centers and Workstations: (20 points)
   - Assignment Due: October 7, 2014

3. Preschool Integrated Unit/Accommodating an IEP (Preschool): (25 points)
   - Assignment Due: October 28, 2014

3. Primary Integrated Unit (K-3): (25 points)
   - Assignment Due: November 25, 2014

4. Curriculum-Based Family Night (can be classroom-based or school wide) (10 points)
   - Assignment Due: September 16, 2014

5. Community Resources Reflection (10 points)
   - Assignment Due: December 9, 2014

As part of a teacher-training program, instructors as well as students are expected and required to demonstrate behavior consistent with a professional career in education. For that reason expectations are high for the following areas:

- **Attendance:** You are expected to attend each class prepared and ready to actively participate in class discussions. In order to earn credit in any course for which you are registered, the student is required to attend classroom exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure. You are expected to be in class unless something unforeseen occurs to you or your family. Please call or email in the event that you will not be in class. It is your responsibility to gather all missed materials. Class participation is an expression of your interest and knowledge of the content. Throughout the class we will complete projects and discuss content. Be sure to have read the assigned readings prior to class. Texting, phone calls, and inappropriate conversation are not acceptable. Your grade will be based on class attendance, professionalism, punctuality, and participation.

- **Academic Honesty:** Xavier University’s Early Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refer to the Xavier University Catalog for the official statement and consequences.
• **Written Assignments:** Correct grammar, mechanics, and spelling are required. All assignments must be typed unless specified otherwise by the instructor.

• **Accommodations:** Xavier University’s Learning Assistance Center can be reached by calling 745-3280. The Writing Center is located in Alter B12 and the phone number is 745-2875. Please inform the instructor of accommodations as soon as possible.

• **Assignment Due Dates:** Assignments are due on the dates indicated on the syllabus. Failure to turn assignments in a timely fashion will result in 5 point grade point deduction for every day that the assignment is late—including weekends. The following provide an overview of the course requirements. The weighting for each of the requirements is given. Each requirement will have its own rubric for grading. Complete descriptions for each assignment will be given preceding the activity. Instructional activities for this course will be conducted in the following manner: lecture, classroom videos, discussions/questioning, practice/drill, problem solving, discovery, observation, and role-playing/simulation.

   NOTE: Required assignments are due on the date shown on the syllabus. Failure to adhere to this policy will result in a grade reduction. If there are extenuating circumstances, please discuss the matter at hand with the instructor so that arrangements or accommodations can be made.

There is a maximum of 100 points available for the completion of course requirements

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NOTE: The instructor reserves the right to make changes in the syllabus and calendar if circumstances so dictate. Any changes will be made in the students' favor when it involves assignment due dates.
Course Schedule:

**August 26:** Classroom introductions; review syllabus and course assignments; introduction to integrated approach and thematic teaching; setting up your classroom; creating a classroom environment that facilitates effective instruction

**Homework:** Read pages 1-26 from *The First Six Weeks of School*

*Take note of the terminology that is being used in this chapter*

**September 2:** Setting up your classroom; creating a classroom environment that facilitates effective instruction establishing a classroom community; establishing a school community; creating effective home/school partnerships; getting families involved in classroom and school activities; building trusting relationships with parents and caregivers including children and families in the planning and implementation of integrated curriculum; introduction to Curriculum-Based Family Night (NAEYC 1c, 2a, 2b, 2c, 3a, 3b, 3c, 4a)

**Homework:** Read pages 12-19 from *Designs for Living and Learning* (handout); Read pages 29-63 from *The First Six Weeks of School*

**Curriculum-Based Family Night assignment** (refer to project handout and syllabus for project requirements—due September 16th)

**September 9:** The first day of school; establishing rules, rituals and routines; effective transitions and flow of the day; creating and practicing rules with students (NAEYC 1a, 1c)

**Homework:** Read and review pages 29-63 from *The First Six Weeks of School*

**Curriculum-Based Family Night assignment** (refer to project handout and syllabus for project requirements—due September 16th)

**September 16:** **Curriculum-Based Family Night due:** sharing Curriculum-Based Family Nights; displaying the rules; logical consequences; scenarios; extending the rules beyond the classroom; guided discoveries/introducing students to classroom materials; gradual release of responsibility (NAEYC 1a, 1c)

**Homework:** Read pages 11-45 from *Rules in School* (2nd Edition) (handout)

**September 23:** Creating effective centers and Work Stations using developmentally appropriate practice; microintegration; introduction to Integrated Centers and Work Stations assignment (NAEYC 1a, 1b, 4b, 4d)

**Homework:** Read pages 79-105 from *The First Six Weeks of School*

**Integrated Centers and Work Stations assignment** (refer to the project handout for project requirements—due October 7)
September 30: Aligning academic content standards with pacing and curriculum guides; brain research; assimilation and accommodation—creating connections; integration versus thematic teaching; individual, small groups, and whole groups—how to create targeted groups and use your class time efficiently and effectively (NAEYC 1a, 1b, 1c, 3a, 3b, 4b, 4c)

- **Homework:** Read pages 18-22, 38-42 from *Integrating Differentiated Instruction* (handout)

- **Integrated Centers and Work Stations assignment** (refer to the project handout for project requirements—due October 7)

October 7: **Integrated Centers and Work Stations assignment due;** sharing Integrated Centers and Work Stations; formative and summative assessment; assessment techniques and data documentation to record student progress (NAEYC 3a, 3b, 3c, 5d)

- **Homework:** Read pages 59-82 from *Integrating Differentiated Instruction* (handout)

October 14: Integrating curriculum and creating an effective classroom schedule and flow of the day; “wow activities” and creating the “wow factor”; introduction to Individualized Education Plans (IEPs); remediation, accommodation, and modification—modifying and adapting your curriculum to meet the needs of all of your students; using an IEP when planning and implementing curriculum for students with special needs Preschool Integrated Unit/Accommodating an IEP assignment (refer to the project handout for project requirements—due October 28) (NAEYC 1a,1b, 1c, 1c, 3c, 4b, 4c, 4d, 5e)

- **Homework:** Read and review pages 79-105 from *The First Six Weeks of School*

October 21: Individualized Education Plans (IEPs); remediation, accommodation, and modification—modifying and adapting your curriculum to meet the needs of all of your students; using an IEP when planning and implementing curriculum for students with special needs; introduction to Preschool Integrated Unit/Accommodating an IEP assignment (refer to the project handout for project requirements—due October 28) (NAEYC 1a,1b, 1c, 1c, 3c, 4b, 4c, 4d, 5e)

- **Homework:** Review IEP handout (this will be used during your Preschool Integrated Unit—please come prepared to discuss the handout during the next class)

- **Preschool Integrated Unit/Accommodating an IEP** (refer to the project handout for project requirements—due October 28)
October 28: **Preschool Integrated Unit/Accommodating an IEP assignment due:** sharing Preschool Integrated Units; integrating curriculum in the primary classroom; macrointegration; student inquiry and project investigations; allowing student interests to drive instruction (NAEYC 4b, 4c)

-**Homework:** Read pages 117-139 from *The First Six Weeks of School*

November 4: Integrating curriculum in the primary classroom; macrointegration; student inquiry and project investigations; allowing student interests to drive instruction; introduction to Primary Integrated Unit (NAEYC 4b, 4c)

-**Homework:** Read pages 151-177 from *The First Six Weeks of School*
-**Primary Integrated Unit** (refer to the project handout for project requirements—due November 25)

November 11: Integrating curriculum in the primary classroom; macrointegration; student inquiry and project investigations; allowing student interests to drive instruction; introduction to Primary Integrated Unit (NAEYC 4b, 4c)

-**Primary Integrated Unit** (refer to the project handout for project requirements—due November 25)

November 18: **NO CLASS**—Use this time to work on your Primary Integrated Unit

-**Primary Integrated Unit** (refer to the project handout for project requirements—due November 25)

November 25: **Primary Integrated Unit assignment due:** sharing Primary Integrated Units; utilizing community resources in the classroom (NAEYC 4b, 4c)

-**Homework:** Read the Appendices from *The First Six Weeks of School*

December 2: **NO CLASS**—Use this time to visit the Cincinnati Museum Center, Cincinnati Art Museum, Cincinnati Freedom Center, or other community resource (must be approved in advance by the professor); please complete a reflection (using a medium of your choosing) to discuss you would use the community resource to enrich the learning experience for your students

-**Homework:** **Community Resource Reflection** (refer to project handout for project requirements—due December 9)

December 9: **Community Resource Reflection assignment due:** present Community Resources; course review

December 16: Final thoughts; course reflections; course evaluations