Integrated Curriculum in Early Childhood II: Physical and Mathematical Knowledge(A)

Fall 2017

Instructor: Karla R. Hanson  Thursdays Sep. 7 - Dec. 8  6:00-9:30 p.m.  Barstow 107
Office: 203B  Cell Phone: (262)993-4427 - Leave message or text.
Available: Thursdays - Classroom 6:00-9:30, other times by appointment.
Email: krhanson@carrollu.edu

COURSE DESCRIPTION

This course focuses on facilitating the development of physical and mathematical knowledge in young children based on their developmental and cultural characteristics. Students gain experiences in curriculum development, assessment, and implementation in the areas of science, physical education, mathematics, and the creative arts. This course also examines children's interests and readiness as opportunities to employ emergent curriculum and incidental teaching. Prerequisites: EDU 341 and admission to the TEP. (FA)

COURSE OUTCOMES

Students will be able to:

1) Develop lesson plans that demonstrate an understanding of curricular integration in the areas of social and socially constructed knowledge.

2) Assess children’s knowledge within the integrated approaches used and analyze assessment data to inform teaching practice.

3) Question the types of knowledge valued and presented in their own teaching practice.

4) Understand and apply math, science, physical education, and creative arts principles to lesson planning.

5) Reflect on the appropriateness, preparedness, cultural relevance and effectiveness of their lesson and interactions.

6) Develop an understanding of constructivism in early childhood education.
INTASC MODEL CORE TEACHING STANDARDS

4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate’s and learner’s decision making.

7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

EDUCATION DEPARTMENT GUIDING DISPOSITIONS

Constructivist Perspective: Facilitate students’ understanding of themselves as learners through planning, teaching and assessment

Critical Consciousness: Create learning environments that are connected to the diverse strengths, experiences and skills of all students

Educational Advocacy: Demonstrate initiative to teach in ways that enhance engagement and equity

Professional Integrity: Interact with students, families, and colleagues in ways that demonstrate dedication and respect for teaching and learning
**ASSIGNMENTS**

*Detailed guidelines and rubrics will be provided in class for each assignment.*

<table>
<thead>
<tr>
<th>Action research project: Students will identify a major research question of interest to them related to their educational studies. They will work with the course instructor to create a project proposal and research plans, including readings, resources, and appropriate final products. Throughout the semester, students will make progress on their projects and report back through Google Docs and in person meetings.</th>
<th>Addresses learning outcomes</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 4, 5, 6</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

| Designed learning experiences: Students will design and teach a curriculum unit (or three separate learning segments), which will be posted to Google Docs. Throughout these experiences, students will be asked to demonstrate and document their use of assessment data to inform instruction. | 1, 2, 3, 4, 5, 6 | 35% |

| Electronic portfolio: Students will use google docs to organize and document their progress throughout the semester. By the Monday following each week, students will provide reflective commentaries on their readings, project, and placement. | 1, 2, 3, 4, 5, 6 | 25% |

| Professional Learning Community: Students will engage regularly in a PLC and provide feedback to peers. | 3, 4, 5, 6 | 10% |

**REQUIRED TEXTBOOKS**

*Wisconsin Model Early Learning Standards.*

*Other readings will be determined based on the action research project.*

**Statement on Academic Integrity:** Please review the *Carroll University Academic Integrity Policy* in your student handbook. Review it. If a student violates this policy in any way, the instructor may impose a sanction of failure on the assignment/assessment or the course. If you have questions about appropriate citations, please ask.
Accommodations for Disabilities: Students with documented disabilities who may need accommodations or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, our disabilities coordinator, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via e-mail at mbledsoe@carrollu.edu.

 Modifications to the Syllabus and Course Calendar: The instructor and the College reserve the right to modify, amend, or change the syllabus (course requirements, grading).

 Attendance and Assignment Expectations: Regular attendance and participation in class is expected. Emergency absences must be reported as soon as possible and will be handled by the instructor/student on an individual basis. Weekly assignment requirements, however, are expected to be completed and submitted on time. Late or missing assignments may result in a loss of points as per the discretion of the instructor.
Calendar

(Subject to change at instructor's discretion)

September

Define the Focus or Problem, Collect Information

- Read the literature, consult colleagues, talk to experts
- Use Google Docs to share your information with Karla and your PLC.
  - Articles should be organized and shared in Google Docs
  - Books should be organized in a clear compilation of references
  - Separate documents for each reading
  - One large annotated bibliography, or Mind Map
  - Notes on your reading should be clearly organized

7 In class
14 In class: PLC conversation, Determine research topic/question/format
21 PLC (share, provide feedback, reflect in log)
28 In class: Share PLC insights, Research topic/question/format

By September 28, select a platform to use for your project and create an outline in that platform using the guidelines below. Share your electronic platform with Karla and at your PLC.

- Design your research question.
- Begin developing a plan for collecting information in September.
- List 3 sources of literature you will examine before our next meeting. If they are articles, upload them to your electronic platform.

Each week after September 28th:

- Complete reading and take notes.
- Complete a weekly commentary entry.
- Provide feedback to one PLC peer each month. Raise a question, make a comment, or make a connection.

Between September 21 and November 17:

- Meet with your PLC and document your meeting.
- Send me your updated Google file.
October

**Synthesize the research**

- Synthesize major themes from your reading and field experiences.
- Share your synthesis with your PLC.
- Develop a plan of action based on your research. Determine the aspect that you will try in your classroom or placement.

5 In class
12 In class
19 PLC (share, provide feedback, reflect in log)
26 In class

November

**Take Action**

- Begin putting your plan into effect. Complete either a curriculum unit or 3 learning experiences related to your research and question.
- Begin to consider what is happening and why.
- Your weekly reflections should shift to focus on what is occurring in your classroom practice and how it relates to the literature.
- Meet with your PLC to share your experiences and re-focus as often as necessary.

2 In class
9 In class
16 PLC (share, provide feedback, reflect in log)
23 Thanksgiving - No class
30 In class
December

**Analyze - Present**

- Draw conclusions that are supported by the data collected.
- Develop your final product/presentation.

1  In class

8  In class: Presentation, Celebration, and Reflection

Please note:

1. Each week, you are responsible for pushing your own learning forward through reading and processing. It is your responsibility to create an “audit trail” that documents your process and learning throughout the semester.

   - Upload/catalog resources you are using.
   - Post weekly reflection journal entries noting your process.
   - Keep a log of your meetings with your PLC/feedback provided to peers.

1. Meet with your PLC once in September, October, and November. This can be in person or via googlehangouts/skype at your convenience. PLC groups will be assigned on September 14.