

COURSE: Ed 441 **Integrated Curriculum**
INSTRUCTOR: Sheri Schonleber, MST
TIME: **Tuesday 1:00-4:00 PM**
CREDITS: 3 **CREDITS/45 HOURS**

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Rationale

The curriculum of a school is a planned program based in part on prepared curriculum materials and planning by teachers and other professional staff members. This course emphasizes integration of all **curricular** areas through development of science based units of study that unfold from one topic to another while involving students in concrete experiences.

Goals/Objectives:

Expose students to various curriculum models and teach the differences and **similarities** in curriculum planning for these models from early childhood **through** the elementary grade levels;
Give an overview of the history of curriculum planning in the United States and Hawaii;
Teach how to implement project based learning, cooperative **learning** and inquiry **based** learning;
Teach techniques for effectively **communicating** with **students** and managing the cooperative learning **classroom**;
Expose students to classrooms that use time **and** space effectively to support an integrated **curriculum**;
Demonstrate how to write instructional goals and their relationship to standards;
Show how to make activities to help students reach instructional goals;
Teach how to write performance objectives and understand their role in the assessment process;
Teach the **skills necessary** for assessment and evaluation in curriculum planning;
Share how to use local resources in the planning and implementation of a unit of study;
Expose students to classrooms that use learning centers and unfolding **curriculum**;
Teach how to create an integrated unit of **study** reflecting solid knowledge of the subject and/or theme;
Show how the sciences (physical sciences, biological **sciences**, history, earth science, social studies) can be used to provide a foundation for curriculum planning;

Competencies

By the end of the course the students should be able to:

- **Define** the underlying philosophies for at **least three** curriculum models and the differences and similarities in these models;
- Give an overview of the history of curriculum planning in the United States and Hawaii;
- Describe in writing how to implement project-based **learning**, cooperative learning and inquiry based learning;
- Write at least 5 **techniques** for effectively communicating with students and managing the cooperative **learning** classroom;
- Give two examples of **classrooms** that use time and space effectively to support an **integrated** curriculum;
- Demonstrate through the unit plan their knowledge of how to write instructional goals and their relationship to standards;
- Make at least eleven activities that will help students reach instructional goals;
Write **performance objectives and describe in writing their role in the assessment process**;
- Describe at least **three** different assessment **techniques**, including authentic **assessment**
- Demonstrate knowledge of local resources in the planning and implementation of a unit of study;
- Give two examples of classrooms that use learning centers and unfolding curriculum;
- Create an integrated unit of study **reflecting** solid knowledge of the subject and/or theme;
- Demonstrate how the sciences (physical sciences, biological sciences, **history**, earth science, social studies) can be used to provide a foundation for **curriculum** planning;

Textbooks

Curriculum Planning: A **Contemporary** Approach
Cooperative Learning
Course Design: A Guide to Curriculum Development
Ed 441 Packet of handouts

Parkay and Haas
Kagan
Posner and Rudnitsky
Schonleber

Methods

Lecture	Videos	Discussion	Demonstration	Readings
O&P	Curriculum Notebook	Presentation	Writing Assignments	Exam

Learning Activities

1. Attendance and Participation (15 points @ 1 point per week)
Weekly reflections on readings will be **required**. Students must attend at least 90% of all **sessions** in order to pass the class. Special **arrangements** may be made directly with the instructor if more than 90% of the class will be missed. In case of **illness** or family **emergency** student may request an "incomplete". The student may be asked to make up the class by **attending** the next time the course is offered, by setting up an individualized program for completing the **requirements** or through completion of the required work in the time frame specified in the contract.
2. Weekly reflections (10 @ 2 points each)
There will be 10 weekly **reflections** on the readings. **They** should be one to two pages typewritten and will be a reflection on what stood out the most for you in all the readings for the week. You must comment on all the **readings**. Each reflection should include your **personal** experiences and thoughts.
3. Field Assignments (2 @ 5 points **each**)
For the first **assignment** you will visit a lower elementary classroom doing project based learning. For the next one you will visit an upper elementary classroom doing **project-based** learning. In both instances look for evidence of integrated curriculum and collaborative **learning**. You will be given the options for the classrooms you may visit and will sign up for a **designated** time. Each visit will be a minimum of 2 **hours**
4. Unit of Study (total of 35 points)

Unit Plan	
Uses format provided, including all sections	3 points
Shows clear relationship among goals, activities, skills	3 points
Curriculum Guide	
Organized with easily discernable sections	1 points
Aesthetically presented	1 points
Overview thorough	2 points
Reference/research is thorough, varied and complete	5 points
All 11 lesson plans complete	4 points
Activities for Unit	
Aesthetic in presentation/Appropriate for Age level	5 points
One from each perspective	5 points
Original ideas and/or materials	1 point
Presentation of the Unit	
Interesting beginning activity	2 point
Clearly presented/coherent in thought and narrative	2 points
Unit plan for all class members	1 point
5. Final (20 points)

Shows original thought/demonstrates ability to synthesize information	6 points
APA style, Standard English, Well constructed	4 points
Demonstrates knowledge of how to individualize instruction	10 points

Evaluation

Attendance/participation	15 points
O&P assignments	10 points
Unit of Study	35 points
Reflections	20 points
Final	20 points
Total	100 points

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- A work includes all of the elements listed below, completed in a consistently superior manner.
 - B work includes all of the elements listed below, completed in an above average manner
 - C work includes all of ~~the~~ elements completed in an average manner, or some of the elements completed in an above average manner, but misses the point of some of the **assignment**.
 - D work is **inconsistent/shows** below average grasp of content, turned in late or not at all.
- Work turned in late will lose 10% per week it is late.

<u>Date</u>	<u>Topic</u>	<u>Syllabus</u>	<u>Readings/Assignments</u>
Jan 15	Overview and Rationale Historical Perspective and current trends		
Jan 22	Curriculum Theory/Practice: Planning Standards based planning		Parkay Ch 1 , 2 and 5 Reflection 1 <u>due</u>
Jan 29	Curriculum Theory/Practice: The learning environment Project based learning Cooperative learning/Inquiry based approaches		Parkay Ch 3 Kagan, Part I Section 1 packet Reflection 2 <u>due</u>
Feb 5	Curriculum Theory/Practice: The Learning Environment Communicating with students Classroom management		Kagan It Parkay Ch 4 Section 2, Packet Reflection 3 <u>due</u>
Feb 12	Curriculum Theory/Practice: Planning Arranging the room Arranging the schedule		Kagan III , Parkay Ch 6 Re ection 4 <u>due</u> Q& P #1 <u>due</u>
Feb 19	Curriculum Theory/Practice: Planning Writing instructional goals		Parkay Ch 7, Posner Ch 1 Section 3, Packet Reflection 5 <u>due</u>
Feb 26	Curriculum Theory/Practice: Planning Creating activities to meet instructional goals Diagnostic Teaching		Posner Ch 2,3 Reflection 6 <u>due</u> "A " <u>of unit plan</u>
Mar 5	Curriculum Theory/Practice: Planning Writing performance objectives Evaluation and Assessment		Posner Ch 4,8 Reflection 7 <u>due</u> "B" <u>of unit plan</u>
Mar 12	Curriculum Theory/Practice: Tools Resources: parents and community Resources: technology		Section 4, Packet Reflection 8 <u>due</u> "C" <u>of unit plan</u>
Mar 19	Content Workshop: Beginnings Physical science (physics, chemistry , space) History (time, calendar, seasons , personal history)		Section 5, Packet Reflection 9 <u>due</u> Q& P #2 <u>due</u> First <u>lesson plan</u>
April 2	Curriculum Theory/Practice: Tools Material making		
April 9	Content <i>Workshop:</i> Earth Science Earth elements (geology) Geography (land/water forms, globes/maps)		Section 6, Packet <i>Calendar draft</i> <i>All lesson plans</i>
April 16	Content Workshop: Life on Earth Botany and Zoology		Section 7, Packet <i>Rationale</i> <i>Unit Plan</i> <u>due</u>
<i>April 23</i>	Content Workshop: Weaving in Humanity The gifts of humanity Multicultural awareness		Section 8, Packet Reflection 10 <u>due</u>
April 30	Presentation and celebration		<i>Final Curriculum Guide</i>
May 7	Final (in class) Syllabus/course content may be adjusted to meet the needs of students		

Final

Answer all questions to the best of your ability. Each of the first seven questions is worth 2 points each. The final question is worth 6 points.

1. **Define** the underlying philosophies for at least three curriculum models and describe the differences and similarities in these models. Tell which model your **O&P** classroom fits into, and state your reasons.
2. Give an overview of curriculum planning in the **United** States. How is curriculum planning done in the state of Hawaii? In what ways is Hawaii unique? In what ways is it similar?
3. Under what circumstances is it appropriate to implement project-based learning? Why? Under what **circumstances** is it appropriate to implement learning centers? Why?
4. Write at least five techniques for effectively communicating with students, and managing the cooperative learning classroom.
5. Give two **examples** of classrooms that effectively use time and space to support an integrated curriculum? What philosophy does this school demonstrate?
6. Describe at least three different assessment **techniques**, including authentic assessment.
7. Give two examples of classrooms that effectively use learning centers to unfold curriculum. Describe how the learning **centers** are used and tell what philosophy this classroom demonstrates. Why?
8. Assume you have just gotten a job in a local school teaching **4th** grade. The principal has indicated she is interested in cooperative learning and in inquiry based learning. She has told you that you are free to organize the year however you would like, except that you will have to use the new DOE standards. The set of textbooks includes Wordly Wise, a social studies textbook, a math textbook and a spelling and grammar text.. Describe how you would go about setting up the classroom, how you would plan the **curriculum** for the **year** and how you would **start** your first few days of class.