

Time: **Thursday 5:45pm - 8:45pm**

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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** will **emphasize** integration of all curricular areas through **development** of study units which unfold from one topic to another while involving students in concrete experiences.

The students will:

1. Examine and understand the meaning of "curriculum" as it refers to the entire educational experiences; i.e., the entire span of teaching-learning periods from the early childhood level through the elementary grade levels;
2. Examine prevailing concepts of curriculum and the basis for curriculum planning: these include social forces, historical forces, human development, local, national and global perspectives;
3. **Develop** an understanding of the skills necessary for needs assessment and evaluation in curriculum planning;
4. Experience curriculum planning at the local level through **observation** and **participation** at school;
5. Investigate ways of involving parents and community resources in curriculum planning and **development**;
6. Explore classroom management models which support the use of learning centers and unfolding curriculum;
7. Create an integrated curriculum unit which meets the developmental needs of the age group for which it is intended;

Competencies

At the end of the course, the students should:

1. Understand and be able to articulate the forces which affect curriculum planning and development.
2. Be able to develop and write curriculum **that is developmentally appropriate**.
3. Be able to **create** materials for use in learning centers which unfold from one topic to another.
4. Be able to demonstrate competency in organizing and sequencing experiences which reinforce physical, biological and social science concepts in an integrated curriculum.
5. Know at least three ways to involve parents or use community resources in curriculum planning and development.

Textbooks

Curriculum Development: A Guide to Practice (Wiles & Bondi)

Curriculum for the **Cosmic** Plan of Education and **Environmental Studies** (Sister
Christina Trudeau, **SND; Ed.D**)

Handouts

Methods

Lecture	Videos	Discussion
Demonstration	Readings	O Q P
Curriculum Notebook	Student Presentation	Research
Writing Assignments		

Assignments:

1. Complete a **Curriculum** Resource Notebook which includes all handouts, all class notes, all lesson plans and a 5-8 page rationale. Do not include other materials. Notebook due on **March** 18th (Mid-term), and **final** completed notebook due April 15th.
2. Write a 5 page Unit Plan which includes all elements as described in class. Plan should show evidence of research skills and a through grasp of subject matters. Topic due Jan. 28th, draft Mar. 11th, and final due **April** 8th at the beginning of class. Mind Map due Feb. 4th.
3. Write an 8 to 12 page **Curriculum Guide** which contains the research and background used to create your unit. Guide should be clearly organized and written in a way that will be useful to you as a classroom teacher. **Draft** due Mar. 11th and **final** due **April** 8th at the beginning of class. (Please turn in a copy of your original.)
4. Create a Unit of Study using principles and concepts **learned** in class. Include at least one of each of the following **activities**: historical representation, map, classified cards, nomenclature cards, parts to the whole booklet. The full spectrum of the curriculum should be represented by the unit activities. Be prepare to explain your rationale and your sequences for the unfolding of the unit for the unit, as well as the reasons for you choice of activities at the final presentation. Due **April** 29th.
5. Participate in class discussions and attend all class **meetings**
6. Complete O & P assignments. 1st due **O&P** Feb. 11th, 2nd **O & P** due Mar. **4th**, 3rd **O & P** due Mar. 18th, 4th **O & P** due **April** 1st.

7. **Written responses based on reading materials. Questions will be given during class session. (Responses to be completed in class)**

EVALUATION

Written Responses	30 points	180-200	90-100%	A
Notebook	30 points	160-179	80-89%	B
Unit Plan	20 points	140-159	70-79%	C
Research It (1)	30 points	120-139	60-69%	O
Unit/Presentation	40 points	Below 120		F
O & P	20 points			
Attendance/Participation	30 points			
Total	200 points			

Responses: 6 responses

- * well written /clear and easy to understand (2)
- * shows evidence of integration and understanding of all readings (3)

Notebook:

- * well organized with easily discernible sections (5)
- * sections include all relevant materials (5)
- * rationale is complete and shows evidence of thorough grasp of subject mater (5)
- * notes are organized and easy to read and understand (5)
- * all lesson plans are clear enough that someone else could use them (10)

* 10 points will be **subtracted** for **lateness**.

Unit Plan:

- * uses format provided (4)
- * all components included (6)
- * all sections clear, concise and easy to understand (10)

* 5 points will be **subtracted** for **lateness**.

Curriculum

- * thorough (10)
- * current (5)
- * at least 10 references (5)
- * well written and easy to understand (10)

* 5 points will **be** subtracted for lateness.

Unit/

- * original ideas or materials (5)
- * appropriate for age level (5)
- * aesthetic (5)
- * clarity (5)
- * thorough (5)
- * strong oral presentation (5)
- * integrated in all subject areas (10)

* Unit will not **be accepted** if late and no credit will **be given**.

Attendance/

Participation: * attends each class session and field experiences. (15)

* participates in class **discussions/activities** (15)

* 1 point will be **subtracted for lateness.**

O & P: 4 papers

* content (3)

* organization and **mechanics** (2)

* 1 point will be **subtracted for lateness.**

*****Rationale ion*****

What are the benefits of an integrated curriculum with science as a foundation?

Include: Pros/Cons and information from your readings.

Description of the Curriculum Guide

Your curriculum guide should **first** describe how you intend to start your unit, (for example, a story, an experiment, an art activity, an excursions, etc.) and then include a general sequential outline for when you will introduce **the** activities and concepts listed in your unit plan. You can do this in chart form, calendar form or as a narrative.

Next, you should create a reference **selection** for each of the **five** major headings. Each section should include pertinent **background** information, **ideas** for lessons and activities and any other memory joggers such as the names and addresses of good community **resources**, people to contact for further information, children's books, etc., which will help you to do a good job with your unit. Each section should be one to three pages in length. Be sure to include page numbers with your reference materials!

The Historical/Geological section should include the historical information of when or how things **changed**.

The Geographical section should include any **references** to place and where things happened

The Scientific section should include all information about the parts of your subject. This is where the analysis of the whole is described You would include the following for any living **creatures** in **order** to describe how their basic **needs** for life are met:

Habitat/biome

Food

Reproduction

Defense

Special adaptations

Home

Care of young

The Cultural section should include all information regarding the interaction of human beings with your unit of study. Some questions you might want to consider are:

How long have humans and your object of study been in contact?

What has the relationship been like?

How has the relationship changed over time?

Is there any local reference connection?

The Integrated section should include the gift to **creation** that your unity of study represents. It should also include your ideas for celebration of your unit through art, music, language, math, cooking, etc.

Your evaluation section should include any tests, samples of assessments, etc. for your unit.

Description of General Format for Unit Plan

Major **headings I through V** list each of the five difference **perspectives (historical/geological; geographical; scientific; cultural and integrated)**. Under each heading, include the following three sub-headings:

- A. **Goals** (what you want children to **learn/know**, be able to understand or do as a **result** of their work)
- B. **Activities(how** you will **teach**, what you will do or show so that children will **learn** the content, increase understanding or know how to do with reference to the unit being studied)
- C. **Skills (how you** will know the children have learned, **increased understanding** and/or knowledge as a result of activities) What the children will demonstrate so that you know the goals have been achieved

Major **heading VI** describes your methods of **evaluation**. These include some of the skills you have already listed, but should not be limited to the skills listed

Major **heading VII** is your list of **materials/activities**. This is inclusive list of all of the five content areas previously listed

At the end of the outline list all books, reference materials, videos and music resources, including children's materials.

- I. Historical/Geological **Perspective**
 - A Objectives/Goals
 - B. Activities/Content
 - C. **Skills/Competencies**
 - II. Geographical Perspective
 - A Objectives/Goals
 - B. Activities/Content
 - C. Skills/Competencies
 - III. Scientific **Perspective**
 - A Objectives/Goals
 - B. Activities/Content
 - C. Skills/Competencies
 - IV. Cultural Perspective
 - A **Objectives/Goals**
 - B. **Activities/Content**
 - C. Skills/Competencies
 - V. Integrated Perspective
 - A **Objectives/Goals**
 - B. Activities/Content
 - C. Skills/Competencies
 - VI. Methods of Evaluation
 - VII. Materials./Activities
- BIBLIOGRAPHY

Minimum required activities/materials for unit presentation

1. Historical/Geological Perspective (Changes)
Interactive historical activity
2. Geographical Perspective (**Place/Where**)
Interactive map activity
3. Scientific Perspective (What/How)
Nomenclature cards (one set minimum)
Classification cards (one set minimum)
4. Cultural Perspective (**Who/Where**)
Pocket folder **and/or** box with **information/pictures** on the following:
 Human interaction with your object of study
 Picture of the habitat/biome of your unit of study
 Anything real about your unit of study
5. Integrated Perspective
Art activity
Practical living activity
Music activity
Samples of books, posters, artwork

In addition, you should include a science experiment wherever it seems appropriate.

Schedule

Assignments

Jan 14	Intro to course/Overview of syllabus Overview of Development	Read: Wiles and Bondi Ch. 1
Jan. 21	Curriculum Procedures-Theory/Practice Integrating Content-Curriculum Theory What Current Research Tells Us	Read: Wiles & Bondi Ch. 2
Jan 28	Curriculum Procedures-Theory/Practice Historical Context and Current Reality	Read: Wiles and Bondi Ch. 3 1 - 2 research articles Unit plan topic due
Feb. 4	Curriculum Theory and Practice Assessment and Evaluation: Observation in an Effective Curriculum	Read: Wiles and Bondi Ch. 4 Sr. Trudeau pp. 1 - 16 Mind Map Due
Feb. 11	Using Science In Your Curriculum The Goals of Science Education Integrating the Curriculum	Read: Wiles & Bondi Ch. 5 First O & P Due
Feb. 18	The Yearly Curriculum Calendar Lesson Planning Curriculum Development	Read: Sr. Trudeau pp. 37-43 pp. 126-138
Feb. 25	Mini-Workshop: The Beginnings Astronomy, Physics, Chemistry Time and Space	Read: Sr. Trudeau pp. 17-36 pp. 44-48 pp. 139-173

Mar 4	Mini-Workshop: Earth Sciences Geography, Geology Map and Globe Studies	Read: Sr. Trudeau pp.49-86 “ pp. 174-175 Second O & P due
Mar 11	Mini-Workshop: Adaptation to Time & Place Biology and Botany in the Curriculum Biomes, Ecosystems and Environmental Studies	Read: Sr. Trudeau pp.87-124 “ pp. 176-189 CURR GUIDE DRAFT UNIT PLAN DRAFT <u>BOTH DUE</u>
Mar 18	Mini- Workshop: Biology and Botany Plants, Animals and Classification	Research articles 3rd O & P Due Mid Term C R Notebook Due
Apr I	Mini Workshop: Weaving In Social Sciences Humanity In The Curriculum The History of Man	Read: Sr. Trudeau p. 199+200 Fourth O & P Due
Apr. 8	Mini Workshop The Arrival of Humans Migration & Navigation Adaptation to Time & Place	CURR GUIDE DUE UNIT GUIDE DUE
Apr 15	Technology Resources in the Community	Read: Wiles & Bondi Ch7+10 Final Notebook Due
Apr 22	Putting It All Together Cooperative Learning Learning Styles and Student Diversity	

Apr. 29

Celebration of **Units/Presentations**
Mandatory for all students

Unit Due

Syllabus/Course content may be adjusted to meet the needs of students
*Additional **handouts will be distributed as reading assignments***