ED 2501-03 Basics of Curricular Planning for Childhood Education [3 credits]

F A L L 2007

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Class Meets: M-W-F
11:15am-12:10pm

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and by appointment

Phone (Inclement Weather) 845 569-3500

COURSE DESCRIPTION
The course is designed to familiarize students with the purpose and contents of NYS State Learning Standards in basic skills and content areas: and to learn how to develop goals and objectives, hierarchical task analysis and resource unit plans. Students will learn a variety of curriculum models used in both regular and special education. All such plans will include teaching elements identified by research as effective for pupils with and without disabilities. (*undergraduate catalog Fall 2007 page 131)

PREREQUISITE:
ED 2051, 85% or better in all three Education Proficiency exams.

REQUIRED TEXT

REQUIRED READINGS
New York State Learning Standards in the main subject area.

STUDENT OUTCOMES
Upon successful completion of this course, students will be expected to:

<table>
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<tr>
<th>OBJECTIVE</th>
<th>INTASC Standards</th>
<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>1. Become familiar with the purpose and contents of the NYS Learning Standards in basic skills and content areas.</td>
<td>Standard 1</td>
<td>Take-home tests. Content Quizzes. Lesson/Unit Planning, Micro-teaching in class and in Fieldwork experience.</td>
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| 2. Recognize and compare a variety of curriculum models used in both regular and special education. | Standard 3 | Classroom discussions & assignments  
Take-home Tests/Quizzes  
Individual/Group Presentations |
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<td>Demonstrate knowledge of different learning theories (Cognitive, Behaviorism, Information Processing, Constructivism, etc.).</td>
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| 3. Demonstrate the ability to differentiate aims, goals and objectives and formulate measurable learning outcomes. | Standard 7 | Unit, Lesson Planning  
Take-home tests  
Field Work Experience.  
Unit/Lesson Planning. |
| 4. Describe the role of assessment in teaching in contemporary classrooms and design both objective and authentic performance assessment methods | Standard 8 | |
| 5. Demonstrate knowledge and application of Content and Task analysis that accommodate both typical and special needs of children | Standards 1, 2 | Unit Planning  
Lesson Planning.  
Classroom discussions & assignments.  
Individual/ Group Presentations / Portfolio |
| 6. Integrate technology effectively by: searching on-line for sources of information regarding innovative educational methods, planning for the integration of subject areas content, appropriate software and using appropriate software applications to support planning, instruction and assessment; | Standards 1, 7, 8 | Internet assignments  
Web ct operation  
Take-home Tests  
Lesson Planning/ Presentations |
| 7. Identify and describe the nature and components of a variety of basic instructional models such as behaviorism, information processing, social, independent, which are aligned with the instructional strategies: direct, indirect, inquiry, cooperative learning, integrated, interdisciplinary instruction, and peer tutoring. | Standards 2, 3, 6 | Lesson Planning  
Individual/Group Presentations  
Field Experience.  
Reflective Journal Writing. |
| 8. Identify the best ways to plan activities that enable diverse students to learn. | Standards 1, 2, 3, 4, 5, 6 | Unit/ Lessons Planning and Implementing in class  
Designing and implementing Planning activities during Field work experience. |
| 9. Design a Resource Unit Plan., including: Rationale, Standards, Goals and Objectives, Starting Activities, Enabling Activities, Assessment | | |

10. Describe the changing role of the teacher in an interdisciplinary instructional environment, in designing, developing and implementing curriculum, formulating objectives, selecting adequate strategies and methods of instruction, and aligning assessment with the teaching process.

11. Demonstrate an appropriate, positive attitude towards teaching and learning through active class participation and in field experience, behaviors that characterize a life-long learner, an effective, resourceful and reflective beginning teacher.

12. Demonstrate the knowledge and ambition to apply study skills and study systems, critical thinking skills during the class sessions with the intention to instill similar skills in pupils in fieldwork.

<table>
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<tr>
<th>Standards 7, 8</th>
<th>Standards 4, 2, 9, 10</th>
<th>Standards 9, 2, 4, 10.</th>
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Classroom discussions & assignments
Field work Observation Reports.
Reflective Journal Writing.
Class Events Participation.
The Quality of the Home Assignment
The Quality of the Home Assignment.
Fieldwork Experience.
Class/ Field Work Observation Reports

**Teaching and Learning Strategies**

In this class we will learn from each other. Our role as INSTRUCTORS is to facilitate as much learning and sharing as possible. The class meetings in many ways will be constructed as a model for teaching future classes. We will model various methods and alternative assessments. Our philosophy of teaching and learning can be best summarized by the following Chinese proverb:

- I hear and I forget.
- I see and I remember.
- I do and I understand.
- With a new addition: I teach and I learn.

Strategies used in this class: Cooperative learning is considered to be the basic framework for this course, through Direct/ Indirect Instruction, Independent Study, Role playing, Team-teaching, Video discussions, Guest speakers, Internet Exploration, Inquiry-training, Reading, Writing Reflective Analysis, Application to practice will be also used.

The Framework of the course content and process might be explained through the following formula: the more future teachers are aware of WHO is involved in the educational process, know
WHAT is going to be taught (subject content),
HOW it will be presented to the diverse learners, and
WHY s/he chooses a particular way of planning and instruction, the more consciously
and effectively the future teachers will teach in the contemporary school.

There are two parts in the course: Part I – theoretical foundations for Planning;
Part II – practical implementation of theoretical principles
and foundations of planning – designing a Resource Unit Plan.

**COURSE REQUIREMENTS**
All the assignments and parts of the course curriculum will be placed on the Web CT. You are
expected visit the course site daily, follow the instructions and course announcements, keep in
touch with your team members. You may submit all the assignments through the Web CT
course site.
http://course.msmc.edu/ or at http://my.msmc.edu/ hit Web CT link.

**Attendance and punctuality** are mandatory. This is a professional development course in
which you will be learning and practicing teaching skills; therefore, attendance is required and
critical to your success. The field-based experience involves an exceptional commitment on
the part of the teachers, students and administration in the public schools. It requires a similar
commitment from the College faculty and students. This is a professional commitment and you
must be in attendance every scheduled time. It is the student’s professional responsibility to
attend classes, produce quality work, and adhere to the ethics of the profession. Failure to
attend all classes may result in lowered grades or failure. It is your responsibility to call or e-
mail the professor if you are going to be absent. Be sure to obtain the materials for the missed
class work from another student. Pick a partner who will share their class notes and collect any
copies of handouts for you if you must be absent.

**Home work assignments and presentations in class**/ or online (individual, and/or within a
group): You are expected to thoroughly prepare your home work assignments, as they make
the basis for the upcoming class activities. You are expected to participate in class discussions,
articulate your ideas on the readings and class happenings, design variants of daily lesson
plans, develop a Resource Unit Plan for the final project, keep a course portfolio, etc., and you
will develop the most valuable skills and talents of the effective teacher. You will have a
chance to exercise eye contact, test voice projection, display professional behavior, apply and
develop different professional skills during class sessions. All class assignments are viewed as
micro-teaching experiences. Therefore, throughout the semester each student will participate in
planning and implementing an in class icebreaking (or starting a lesson) 3-5 min. activity.

2.  **Guidelines for Written Assignments:**
   a. All work should include a cover page that indicates the title of the assignment, student name,
      course number and name, professor’s name and date.
   b. All written work must be typed, double-spaced with one-inch margins using a computer or
      word processor and must be in APA format. You may purchase the manual in the bookstore or
      consult the MSMC library web site for general rules.
c. Avoid Plagiarism. Plagiarism is against MSMC policy. The MSMC official policy is stated in both the Catalog and the Student Handbook. If you plagiarize, you will be penalized and risk not passing the course.

d. Proofread all of your work carefully. A high standard of English language proficiency must be demonstrated. Using appropriate vocabulary and organizational skills in your writing is expected. If you are unsure of the quality of your writing, I can recommend some resources for you, or consult a reliable peer editor to proofread your work. Points will be deducted from your grade for errors. More than an occasional error will be considered below professional standards and will result in a lowered grade because of points deducted for errors.

3. Writing Policy
In an effort to increase the professional quality of student writing, the Division of Education piloted the following policy for the fall 2005 semester in all certification courses:

In grading any work submitted by a candidate, if the instructor identifies five or more errors in spelling (including apostrophes), grammar, and/or sentence construction, the instructor will discontinue reading that work and will return it to the candidate with a grade of zero. At the discretion of the instructor, the candidate may correct the document and resubmit it once (only). In this case, the candidate may receive no more than the equivalent of 83% on the document, receiving a lower grade if otherwise warranted. This grade will be final for the document. (This policy does not apply to work written in class such as on a test.)

4. Individual and Group Assignments: Each student is expected to complete the assignments provided by the instructor on the Web CT site. Some assignments are designed for practice and will not be graded (I will keep track of them, however, and not doing them will lower the final grade). Some assignments are to be completed in assigned groups; this required work will be graded by the instructor and group members. Group participation is mandatory.

5. Reflective Journal writing: Journal writing develops students’ reflective, critical thinking and meta-cognitive skills. Students are required to keep a log/journal of all class discussions and fieldwork observations. The Framework for the Journal Writings includes three parts:
   - Preparation. Reflection on course concepts based upon the readings and assignments, including Take-Home Tests, charts and graphs.
   - Assistance. Responses to Class events that support comprehension of readings and usage of course concepts in class and field work experience, including reactions to class discussions, peers clarification comments, evaluations, etc.
   - Application. How the readings and class events will be used in current and future teaching.

Reflections should be focused on topics discussed in class, on assigned readings, and must be substantive in response, demonstrating a critical analysis of any given topic and your understanding of the educational process. You will be guided and reflectively supported with the constructive feedback throughout the semester. Even if you miss a class, you are responsible to reflect on the assigned readings.

6. Midterm Project (Independent Research) - Webquest Evaluation Report: First, visit [http://www.spa3.k12.sc.us/WebQuests.html](http://www.spa3.k12.sc.us/WebQuests.html) (a website on the theory and practice of Webquests. Then, complete the Treasure Hunt on Webquests on Web CT. Finally,
independently search for 2 webquests on the Internet on any topics related to elementary school curriculum and evaluate each one according to the provided format.

7. **Fieldwork Experience (5 hrs).** Independently find a fieldwork placement in a school, record your observations in the Field Work part of the Reflective Journal, and be ready to discuss the results of your experience with your peers and instructor in class. If you need assistance locating a fieldwork placement, notify me ASAP.

8. **Resource Unit Plan Project:** As a final outcome of the course, you will design a Resource Unit Plan that follows the criteria in the Mount Saint Mary rubric and reflects your professional growth and understanding of the curricular planning process and the main concepts of the course.

**The final grade will be calculated as follows:**

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Total</th>
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<tbody>
<tr>
<td>Class Journal</td>
<td>20 pts</td>
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<tr>
<td>Mid-term - Evaluation of a Web Quest</td>
<td>20 pts</td>
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<tr>
<td>Resource Unit Plan design &amp; presentation</td>
<td>50 pts</td>
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</tr>
<tr>
<td>Micro-teaching, Tests, Class Projects, Assignments, reflected in Self-evaluation report</td>
<td>10 pts</td>
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</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100 pts</strong></td>
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**Grading Scale and Grading Policy**

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<thead>
<tr>
<th>Grade Value</th>
<th>Indicator</th>
<th>Description</th>
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<tbody>
<tr>
<td>A = 94-100</td>
<td>Exceptional Achievement</td>
<td>Demonstrates a superior understanding, creative application, and ability to connect knowledge, skills, and values.</td>
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<tr>
<td>A- = 90-93</td>
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<tr>
<td>B+ = 87-89</td>
<td>Very Good Achievement</td>
<td>Demonstrates a thorough and effective understanding, application, and connection of knowledge, skills, and values.</td>
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<tr>
<td>B = 83-86</td>
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<tr>
<td>B- = 80-82</td>
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<tr>
<td>C+ = 77-79</td>
<td>Proficient Achievement</td>
<td>Demonstrates a fair level of understanding, application, and connection of knowledge, skills, and values.</td>
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<tr>
<td>C = 73-76</td>
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<tr>
<td>C- = 70-72</td>
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<tr>
<td>D+ = 67-69</td>
<td>Minimal Achievement</td>
<td>Demonstrates a basic, but inconsistent understanding, application, and connection of knowledge, skills, and values.</td>
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<tr>
<td>D = 63-66</td>
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<tr>
<td>D- = 61-62</td>
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<tr>
<td>F = 60 and below</td>
<td>Superficial/Incomplete Achievement</td>
<td>Fails to demonstrate a basic understanding application, and connection of knowledge, skills, and values.</td>
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**Professional Responsibility:**

Those entering the profession must hold education in the highest esteem. It is your professional responsibility, as a student of education, to produce work that reflects this
reverence for the professional educator by maintaining high standards of performance and producing quality work. The field experience is more like a professional experience than a “college” experience. For this reason, professional behavior is expected at all times and professional dress is required.

Professional behavior includes, but is not limited to the following:

- Attending class and field experience
- Being punctual
- Being responsible and reliable
- Dressing appropriately
- Interacting appropriately
- Communicating appropriately
- Being a self-directed learner
- Accepting suggestions, constructive criticism
- Preparing and presenting appropriate lessons
- Taking initiative
- Exhibiting positive attitude and enthusiasm
- Actively participating in class
- Solving problems
- Asking for help and accepting feedback
- Caring, sharing, and helping others
- NOT talking about others behind their backs
- Respecting students, teachers, administrators, professors, and peers
- Behaving ethically
- Establishing collegial relationships
- Collaborating with professors and field work cooperating teachers.

**While at the Field Work School:** Students are guests in the school. You must comply with all policies outlined in the Field Work Experience Handbook. The copies are available in the Division of Education at the Director of Field work Experience.

**The tentative schedule for the course is located on the Web CT course site.**