

**Syllabus for ECED 451**  
**Curriculum Integration and Application II**  
Winter Quarter 2016

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**Office:** Education Building Room 103

**Office Hours:** Mondays 9-12; Wednesdays 10-12

**Class times:** Wednesdays 2:30 – 4:20

**CoREQ:** EDUC 390: Teaching Science in the Elementary Classroom

**Required Textbooks:**

Chalufour, I. and Worth, K. (2005). Exploring water with young children. St. Paul, MN: Redleaf Press.

Chalufour, I. & Worth, K. (2003). Exploring nature with young children. St. Paul, MN: Redleaf Press.

**ECED 451 3 cr (W)**

**Curriculum Integration and Application in the Early Grades II** builds upon the knowledge and skills gained from Curriculum Integration and Application in the Early Grades I and is designed to support teacher candidates in applying knowledge and skills relative to their current teaching methods courses. Teacher candidates will be provided the opportunity to build, implement, and evaluate meaningful curriculum through the integration of content and child development knowledge in a structured field experience with PreK-3<sup>rd</sup> grade students. Coursework will support the critical reflection of teacher candidates' current practice and knowledge base regarding lesson and unit development, teaching strategies, and implementation of developmentally appropriate, culturally responsive, and constructivist approaches and theories.

Prereq: ECED 421

Coreq: EDUC 390

**COURSE OBJECTIVES:**

As a result of having taken this course candidates will be able to:

- Build, implement, and evaluate meaningful curriculum through the integration of content and child development knowledge in a structured field experience with PreK students;
- Reflect upon their current practice and knowledge base regarding lesson and unit development, teaching strategies, and implementation of developmentally appropriate, culturally responsive, and constructivist approaches and theories;
- Integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices to build upon children's developing scientific skills and understanding, particularly in regards to the process of scientific inquiry;
- Consider the multiple influences on children's development and implement science lessons that address these influences.

## **COURSE RATIONALE**

Learning and teaching are part of an ongoing process or cycle in which goals are set, activities are designed, and outcomes are assessed to determine success. Early childhood educators must be adept at planning, delivering instruction, and assessing student learning in order to individualize and maximize instruction. Early childhood educators need to know the content that they are teaching and be skilled in delivering content knowledge in developmentally ways to young students.

## **CULTURAL RELEVANCY**

This course will be studied with respect to diversity. Candidates will reflect on how cultural and linguistic diversity impacts both curriculum development and implementation.

### **Candidate Objectives:**

1. Consider the cultural and linguistic diversity of students in order to plan and implement curriculum.

## **CRITICAL THINKING**

This course will engage candidates in critical thinking by having them apply and critique information.

### **Candidate Objectives:**

1. Candidates will use critical thinking skills to evaluate and reflect upon lessons and learn scientific content to support these lessons.
2. Candidates will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills and self-evaluation techniques.

## **COMMUNICATION**

Candidates are expected to demonstrate effective oral communication skills when participating in classroom discussion. Candidates will demonstrate satisfactory writing skills through completion of course projects.

### **Candidate Objectives:**

1. Demonstrate proficient oral communication skills when participating in class assignments.
2. Utilize professional writing when completing course assignments.

Standards Addressed	Critical Assignments: all students enrolled in this class must complete these assignments at a satisfactory level.
<b>10.58.531 Early Childhood Education PEPP Standard 1(q)</b> Candidates integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas...by (ii) demonstrating knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of	Unit of Study with Lesson Plans, Instructor Observations, Reflection, and Work Samples.

<p>science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana; and</p> <p>(c) apply their understanding of multiple influences on young children’s development and learning including family, community, cultural and linguistic contexts, temperament, approaches &amp; dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations</p>	
<p>InTASC Principle 5: Application of Content The teacher 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.</p>	Reflective Written Analysis
<p>InTASC Principle 7: Planning for Instruction The teacher 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.</p>	Reflective Written Analysis
<p>InTASC Principle 8: Instructional Strategies The teacher 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.</p>	Reflective Written Analysis

### **Course Assignments and Grading**

Readings/Attendance and Participation	=100 pts
Unit of Study (see chart)	=200 pts
Field Experience Hours Log and Reflection Journal	=100 pts
RWA’s for InTASC Principles 6, 7, and 8	= 75 pts
Sharing out circles (5 x class)	=25 pts

***Total Points Possible:*** ***500 pts.***

- A 90 – 100%
- B 80 – 89%
- C 70 – 79%
- D 60 – 69%
- F Below 60%

#### **Criteria and Formats for Papers and Other Written Materials:**

Written assignments must be typed and in a font size of 12 point, and follow the APA style. All references (including recommended picture books, etc) related to any assignment should be referenced in a bibliography in APA style. All written assignments must have a title page. Note that each written assignment includes rigorous evaluation of the quality of writing. Clear communication is a requirement of our profession. Any

work judged to be a below a “C” or 71%, is returned for student revision. Please make an appointment with me to discuss any revisions. The grade for revised work will be the average of the two papers.

**\*Tutors are available for students.** Please contact the instructor if you have any questions or need a tutor. SKC has an excellent writing lab to assist students.

**Reasonable Accommodations**

Reasonable accommodations are provided for eligible students with identified disabilities. SKC complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College’s Disability Office (406) 275-4968 or consult the SKC web page for Students with Disabilities for more information.

It is important that students with disabilities inform their instructors of their disabilities at the beginning of the quarter, in order to facilitate the process of determining appropriate and reasonable accommodations for the individual student.

**Title IX:** The U.S. Department of Education’s Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SKC are considered “**Responsible Employees**” which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, **Rachel Andrews-Gould** (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

Center for Prevention and Wellness Agnes Kenmille Building Building #51 406.275.4913 or 406.275.4744	SAFE Harbor Advocacy Services 24-Hour Advocacy 406.676.0800
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Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.

### **Attendance Policy**

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. It is expected that students attend all class sessions. Attendance and participation is graded at 12/5 points/class. An opportunity for make-up work is provided on an individual basis for emergency situations. Students missing more than eight hours of class without make-up work may receive a failing grade. Group assignments or reaction papers done in class cannot be made up. Students are expected to be on time for class and stay until the designated time for dismissal.

### **Academic Honor Code**

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

### **Professional Behavior**

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

### **Credit Hours**

Students are expected to spend two (2) hours in class each week **and one hour (1) each week in a preschool classroom**. There is a minimum of six (6) hours of outside work per week for this 3 credit class (2 hours per week per credit).

*RWA Rubric for InTASC Principles 5, 7, and 8*

<b>Level of Performance:</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<p><b>Reflective Written Analysis (RWA) of your strengths related to InTASC Principle. (Include the INTASC Principle/Standard at the top of a 1-2 page essay. (1) Explain how the principle is important in your teaching; (2) describe ways you have implemented the principle in your lessons and/or what you plan to do when you teach; (3) conclusion should reinforce your belief in the principle and make a reference to the artifacts/evidence in that section of the portfolio)</b></p>	<p>One or more of the required elements missing. Organization may lack clear focus, ideas difficult to follow. Expression of ideas may often be awkward or unclear, and word choice may often be inaccurate or inappropriate. Numerous errors in grammar, usage, or mechanics may at times impede understanding.</p>	<p>Little elaboration; expression of ideas sometimes awkward or unclear, some inaccurate or inappropriate word choice. Several errors in spelling or writing mechanics; shows limited understanding of the importance of the Principle; little information relevant to implementation of the Principle; or artifacts and/or life experiences described show limited relationship to the Principle.</p>	<p>Organization is logical; transitions are used. Expression of ideas usually clear; few or no errors in writing mechanics. Shows a solid understanding of how the Principle relates to teaching. Describes artifacts and/or life experiences that provide clear links to the Principle.</p>	<p>Candidate demonstrates the skills described as “proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher or one who is able to mentor others.</p>

Unit of Study with Lesson Plans, Observation, Reflection and Work Samples.

Student: \_\_\_\_\_ Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
<p><b>10.58.531 Early Childhood Education (q)</b>  <b>Candidates</b> integrate and support in- depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas...by                      (ii) demonstrating knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana, and                      (c) apply their understanding of multiple influences on young children’s development and learning including family, community, cultural and linguistic contexts, temperament, approaches &amp; dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations</p>	<p>Candidate shows little or no evidence of supporting in-depth learning with regard to science.</p> <p>Candidate is not able to demonstrate the ability to design and implement age-appropriate inquiry lessons to teach science.</p> <p>Candidate is not able to integrate family or cultural opportunities in lesson planning/delivery.</p>	<p>Candidate provides some evidence of supporting in-depth learning with regard to science through a Unit of Study, which includes scientific inquiry lessons, reflections, observations and assessments.</p> <p>Candidate is able to demonstrate the ability to design and implement age-appropriate inquiry lessons to teach science at a level expected for a developing teacher-candidate.</p> <p>Candidate is able to integrate one or two family and cultural opportunities in lesson planning/delivery.</p>	<p>Candidate provides rich evidence of supporting in-depth learning with regard to science through a Unit of Study, which includes scientific inquiry lessons, reflections, observations and assessments.</p> <p>Candidate is able to demonstrate the ability to design and implement age-appropriate inquiry lessons to teach science at a level expected for a proficient teacher candidate.</p> <p>Candidate is able to integrate three or more family and cultural opportunities in lesson planning/delivery.</p>	<p>Candidate demonstrates the skills described as “proficient” beyond the expected level of a novice teacher. This score is reserved for the candidate who demonstrates skills of an experienced teacher, or one who is able to mentor others.</p>

**Rubric Score** \_\_\_\_\_

Lesson Plans, Observations, Reflections, and Work Samples  
for Scientific Inquiry in Early Learning Environments  
ECED 451

Grading and Expectations

Setting up the environment (Steps 1-7) 10 points for each type of teaching plan	Engaging children in science explorations (Engage, Explore, Extend and Reflect) 10 points each	Focus and deepen children's thinking and understanding (Conversations, Representations and Family Involvement) 10 points each	Work Samples: written observations, photographs or recordings, and samples of children's work; documentation panels 10 points each
1. Open Exploration	1. Open Exploration	1. Open Exploration	1. Open Exploration
2. Focused Exploration: Flow	2. Focused Exploration: Flow	2. Focused Exploration: Flow	2. Focused Exploration: Flow
3. Focused Exploration: Drops	3. Focused Exploration: Drops	3. Focused Exploration: Drops	3. Focused Exploration: Drops
4. Focused Exploration: Sink and float	4. Focused Exploration: Sink and float	4. Focused Exploration: Sink and float	4. Focused Exploration: Sink and float

Unit of study chart: 160 points

Instructor observations and reflective conference: 40 points (2 x 20)

Total possible points: 200

Points earned: \_\_\_\_\_

Comments:



## Course Outline and Schedule

Week one: January 11<sup>th</sup>

Welcome! Course introduction; the scavenger hunt

Read pages 1-25 and 95-120 in Exploring Water

Week two: January 18<sup>th</sup>

Setting up the environment – getting ready!

Read pages 25-37 in Exploring Water

Week three: January 25<sup>th</sup>

No class – use this time for teaching!

Week four: February 1<sup>st</sup>

Sharing out on our teaching and learning #1 – Open exploration

Read pages 37-59 in Exploring Water

Week five: February 8<sup>th</sup>

No class – use this time for teaching and learning! Transitioning from open exploration to focused exploration (FE).

Week six: February 15<sup>th</sup>

Sharing out on our teaching and learning #2 – FE: Flow

Read pages 59-71 in Exploring Water

Week seven: February 22<sup>nd</sup>

Sharing out on our teaching and learning #3 – FE: Drops

Read pages 71-89 in Exploring Water

Week eight: March 1<sup>st</sup>

Sharing out on our teaching and learning #4 – FE: Sink and Float

Read pages 89-95 in Exploring Water and pages 13-41 in Exploring Nature

Week nine: March 8<sup>th</sup>

Sharing out on our teaching and learning #5 – Extended opportunities/Nature

Week ten: March 15<sup>th</sup>

Course summary