

AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION

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Office Hours:

Monday: 2:30-5:00 pm
Wednesday: 9:00-12:00 am
3:00-5:00pm

COURSE TITLE: EDTD 6364: Integrated Curriculum and Models of Teaching

COURSE PREFIX AND NUMBER: EDTD 6364

COURSE HOURS: 3 semester hours

COURSE INFORMATION: Monday 5:30 – 8:45pm (eight week course – 8/17-10/12)

LOCATION: University Hall 329

Texts: None

*Live Text Membership (Live Text is required course material that will be used in every education class. This is a one time purchase and can be bought in the bookstore.)

Course Description: This course focuses on specific contemporary thinking skills, model programs, and creative problem solving. Emphasis is placed on helping teachers adapt strategies, choose materials, and design units that integrate subject areas across a non-textbook, student-centered curriculum. The course is designed to help develop teaching/learning strategies and to integrate curriculum in the classroom.

Georgia Technology Standards for Educators adopted from ISTE NETS Standards

- I. Technology Operations and Concepts (*ISL*)
- II. Planning and Designing Learning Environments and Experiences (*ISL*)
- III. Teaching, Learning, and The Curriculum (*ISL*)
- IV. Assessment and Evaluation (*ISL & Research- Formative Assessment*)
- V. Productivity and Professional Practice (*ISL, Research-Teaching Strategies & Formative Assessment*)
- VI. Social, Ethical, Legal, and Human Issues (*Lesson Plans-Use of technology to differentiate instruction; Discussion Boards in Livetext.*)

PAR

Element: Prepared

Dispositions: Critical thinkers about the process of teaching, learning, and assessment.

Element: Able

Dispositions: Empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents and peers.

Element: Responsive

Dispositions: Creative, challenging, and flexible in teaching/professional practice

COURSE OBJECTIVES:

Upon successful completion of this course students will be able to:

1. Recognize curriculum models and approaches to integration or thematic teaching
2. Determine learning styles to address curricular and instructional changes in the classroom

3. Examine and use a variety of teaching strategies to determine their appropriateness for use within the classroom
4. Identify resources and tools that are productive in integrating curriculum
5. Construct instructional units for integrating subject matter in the classroom
6. Identify and categorize model programs and educational materials that emphasize integrative curriculum
7. Design appropriately challenging instructional activities which infuse integrative approaches to the basic curriculum
8. Examine a variety of assessments to determine their appropriateness for use within the classroom

**Students with disabilities need to contact ASU's Office of Disability Services at 706-737-1469 to discuss appropriate accommodations.*

COURSE POLICIES:

1. Attendance and punctuality are required except in extreme emergencies. The maximum number of absences for this class is one. You may be withdrawn from the class on the second absence. Each tardy will count as one-third of an absence. If you are absent (even once), you will be required to do a one page reflective paper citing two articles about a critical issue in teacher education. **Be on time for class!** If you are tardy more than one time, the same assignment applies and is due the following day after the absence or tardy. Designate another student to pick up any missed handouts!

2. **All assignments are due as you enter class in either hard copy form or on Live Text on the day due by 11:00pm. Reminder: Relevant assignments from this course should be posted to Live Text.** Please type all assignments professionally (correct spelling, grammar, punctuation, etc.). **Points will be deducted for spelling and grammatical errors.** Use APA style for references as needed.

3. Late assignments will be penalized 15 points per day. They will be penalized 10 points if they are turned in on the day they are due but after class begins. If an assignment is late, write "late" at the top, along with the date and time the assignment was turned in. Assignments will not be accepted at all three or more days beyond the due date.

4. Although you may find ideas for some of your assignments in commercial books, teachers' editions, or on the web, the completed project should be an original creation or a modification of these ideas citing sources used. Do not simply copy units or lessons from these or other sources, or from students that have recently taken this class (see academic honesty statement outlined in the ASU catalog).

5. The academic honesty policy outlined in the ASU Catalog applies in this class.

6. Keep your cell phones turned off or on **silent**.

7. Student grievances should follow the policy as outlined in the ASU catalog. This means grievances must first be brought to the attention of the instructor.

8. You are expected to check your ASU Campus **Pipeline** Email Account **on a daily basis!**

9. Children should not be brought to class.

10. All papers/projects are to be picked up no later than 2 weeks after the final class. They will be discarded after that time.

11. Relevant assignments must be posted to your **electronic portfolio** by the end of this semester. It is **your** responsibility to keep up with your electronic portfolio.

COURSE OUTLINE AND WEEKLY SCHEDULE:

The course outline is designed to provide topics essential for students to attain the intended course outcomes and objectives.

Day 1: August 17th (Monday)

AGENDA: Teachers R Us (Introduction to ASU, Live Text, ISL, Course Expectations) Icebreakers, Demonstrate Live Text, Tips for Live Text, Look at examples of assignments, Look at ISL's & E-Portfolios, Introduce Teaching Strategies, assign groups, begin research, LAB IN A BOX

Homework:

*TE Website Checklist

*Teaching Strategies

Teacher Education Website Checklist (25 pts) – Due August 24th

Follow all directions on the handout.

Presenting a Teaching Strategy (60 points): Due August 24th, August 31st, September 14th

You will **sign up** to present a teaching strategy (40 points) to the class. You will work in small groups of 2 to 3 students to research, plan, and design your presentation. You will research (at least 4 sources) the topic and teach a lesson explaining the strategy and demonstrate how you can use the strategy in the classroom. Your group will explain and demonstrate how to use this strategy in the classroom and in the main content areas of language arts, math, social studies, and science. Remember that your audience is made up of elementary, middle, and secondary students. Ideas to use in your lesson demonstration are role playing, photographs, illustrations, technology, mnemonic devices, videotape, songs, PowerPoint etc... Make the presentation interactive, creative and not more than 15 minutes. You will also create an Informational Souvenir for the entire class that includes the pertinent information on the teaching strategy. The **Informational Souvenir** (20 points) will provide a summary of your teaching strategy and include a step by step process on how to use the strategy in the classroom. Make sure you cite at least 4 sources. One of your sources must be a video demonstrating the teaching strategy and one must be an article about your strategy (Turn in one copy of the article to your instructor.). Include a references/credit list on your handout so you can avoid plagiarism. Refer to the Assessment Checklist handed out in class for further details on presentation and informational souvenir. Be prepared to reflect on your teaching experience after the lesson.

Day 2: August 24th

AGENDA: Mini-Fieldtrip- Scavenger Hunt@ 5:30 with Cindy Britt Instructional Resource Coordinator, Research ISL information independently, Print GPS standards, Teaching Strategies (Student Presentations), ISL, How to write a lesson plan
Due: TE Website Checklist, Present a Teaching Strategy

Homework:

*GPS Standards

*Research ISL

GPS Standards (25 points) – Due August 31st

Copy all the Georgia Performance Standards for your field of study in a particular grade level and content area (ex. fourth grade math, high school biology, sixth grade language arts, etc...) Bring a hard copy to class.

Day 3: August 31st

AGENDA:

Teaching Strategies (Student Presentations), Discuss and examine examples of Introductions, Pre-tests, & Lists of Learning Objectives, ISL (Jigsaw), Writing lesson plans
Due: GPS, Present a Teaching Strategy

Homework:

*Video Review of a classroom and teaching methods, (submit on Live Text)

*Work on ISL Introduction, Pre-assessment, & List of Learning Objectives (Due 9/14)

Video Review (in Live Text) (30 points) Due September 14th

The video must be at least 20 minutes in duration but may be longer. Choose a video that depicts a teacher (elementary/middle/high school) teaching in your field of study. Suggested web sites; www.learner.org or www.georgiastandards.org (resources and videos). Observe the teacher teaching a concept and make note of teaching strategies used, classroom environment, whether or not students are engaged, and materials used in the lesson, etc... You will submit on the form in Live Text listed under course assignments.

**September 7-ASU Holiday*

Day 4: September 14th

AGENDA: Teaching Strategies (Student Presentations), How to write a lesson plan, Discuss post-tests & tables, Peer assessment of introduction, pre-test, & learning objectives

Due: Video review in Live Text, ISL Checkpoint (Introduction, Pre-assessment, & List of Learning Objectives)

Homework:

*Research/review an article about formative assessment, submit on Live Text, and bring a hard copy of your article reflection to class for discussion.

*Work on ISL post-assessment & tables

Formative Assessment Article Reflection (in Live Text) (30 points) – Due September 21st (Bring a hard copy of article reflection to class.) Find an article about formative assessment in the classroom. It can be about formative assessment in general or pertain specifically to your teaching field (ex. formative and summative assessment, performance assessment, formative assessment in mathematics, formative assessment in middle-school/ high-school social studies classrooms, rubrics and formative assessments, etc...) You will submit your reflection on the form in Live Text listed under course assignments. Bring a hard copy of the article reflection to class for discussion.

Day 5: September 21st

AGENDA - E-Portfolio Instruction with Bill Gray-Manager of Instructional Technology@5:30-7:00 LAB IN A BOX, Peer assessment of Post-test & tables, How to write a lesson plan, ISL

Due: Formative Assessment article reflection in Live Text (also bring hardcopy of article reflection to class), ISL Checkpoint (post-assessment & tables)

Homework:

*Work on ISL 1st lesson plan

*Take Multiple Intelligence Learning Styles Questionnaire @

http://www.bgfl.org/bgfl/custom/resources_frp/client_frp/ks3/ict/multiple_int/index.htm

and bring hard copy to class for discussion.

Day 6: September 28th

AGENDA: Learning Styles, CFP, Discuss ISLs, Discuss Learning Styles questionnaires, Pass out Ga. Ethics Information

Due: ISL Checkpoint (1st lesson Plan) and Intelligence Questionnaire

Homework:

*Finish ISL

Day 7: October 5th

AGENDA: ISLs and E-Portfolios, Georgia Ethics Quiz CD and discussion, differentiation, Standardized tests, ISL Question and Answer Help Session

Homework:

Study for Georgia Ethics Quiz
Finish ISL

Georgia Code of Ethics Quiz- (50 points) – In class quiz – October 12th

Day 8: October 12th

AGENDA: Walk the Walk; Talk the Talk, Teacher Style & Professionalism
Georgia Ethics Quiz today!

Due: ISL in Livetext (Run off a hard copy of your ISL and turn it into me.)

OVERVIEW OF COURSE ASSIGNMENTS:

Points will be deducted from final grade for failure to use Standard English in written or oral form. All assignments are subject to change.

1. ISL: (Impacting Student Learning) (200 points)

*MAJOR ASSIGNMENT

Develop an integrated curriculum design/unit for use with students in the classroom. The focus will be on embedding standards, instructional models and application of real world connections. You will do a modified ISL with three lesson plans.

* Note that some of the components of the ISL cannot be completed in this course but we will cover all areas for future development. **Submit via Live Text.**

Objective of an ISL: To document and report the success (growth) of your work with one or more students. Use the ISL template provided in Live Text under the course assignments. Relevant documents should be attached. Proofread your report before submitting it.

Unit Plan Overview: In your ISL unit, you will be creating a unit plan for a subject of your choosing based on your field of study. Your unit should include the bold faced items from sections 1, 3, 4, & 5 but not demographic information, nor section 2 covering management & communication, nor section 6 covering summary/conclusion and reflections:

1. **Section 1 – Overview of unit** (Put in a one paragraph introduction to the ISL paper. This is not listed as a requirement on the ISL template but should be added as an introduction to your unit.) Demographic information covering the five contexts.
2. Section 2 – Management Plan and Communication Tool (Parent Letter/Newsletter/Class Policy/Introductory Letter)
3. **Section 3 - Pre-assessment** data on each student, insert **pre-test and a graph or table showing how you will display information gathered from pre-test, and a list of learning objectives**
4. **Section 4 – Instructional Unit** (lesson plans, differentiated instruction, use of technology, resources) **consisting of 3 age-appropriate detailed engaging lessons on the unit content.** Include modifications to meet the needs of at least one student with diverse needs. Note student on pre and post-tables using an asterisk or color coding, etc... **(Follow directions to insert and use lesson plan template available in Livetext.)**
5. **Section 5 - Post-Assessment** data on each student, **insert post-test and a graph or table showing how you will display information gathered from post-test and compare to pretest results**, analyze assessment data to see if learning objectives were met,
6. Section 6 - Summary/Conclusion & Reflections/Self-Assessments of your teaching strengths and weaknesses covering sections 1-4 of your ISL.

Tips:

- You do not give the Pre-Test on the first day of the lesson plan unit. It is given before the unit

- of study to help you plan and design the lessons.
- You must include student friendly definitions with your New Vocabulary.
- Credits/References must show whether you created or modified the lesson plans with a list of the resources used, for example Created by _____ or Modified lesson using _____.

2. Presenting a Teaching Strategy (60 points)

*MAJOR ASSIGNMENT

You will **sign up** to **present a teaching strategy** (40 points) to the class. You will work in small groups of 3 to 4 students to research, plan, and design your presentation. You will research (at least 4 sources) the topic and teach a lesson explaining the strategy and demonstrate how you can use the strategy in the classroom. Your group will explain and demonstrate how to use this strategy in the classroom and in the main content areas of language arts, math, social studies, and science. Remember that your audience is made up of elementary, middle, and secondary students. Ideas to use in your lesson demonstration are role playing, photographs, illustrations, technology, mnemonic devices, videotape, songs, PowerPoint etc... Make the presentation interactive, creative and not more than 15 minutes. You will also create an Informational Souvenir for the entire class that includes the pertinent information on the teaching strategy. The **Informational Souvenir** (20 points) will provide a summary of your teaching strategy and include a step by step process on how to use the strategy in the classroom. Make sure you cite at least 4 sources. One of your sources must be a video demonstrating the teaching strategy and one must be an article about your strategy (Turn in one copy of the article to your instructor.). Include a references/credit list on your handout so you can avoid plagiarism. Refer to the Assessment Checklist handed out in class for further details on presentation and informational souvenir. Be prepared to reflect on your teaching experience after the lesson.

3. Daily Class/Homework Assignments (110 points)

- Teacher Education Website Checklist (25 pts)

Follow all directions on the handout.

- GPS Standards (25 points)

Copy all the Georgia Performance Standards for your field of study in a particular grade level and content area (ex. fourth grade math, high school biology, sixth grade language arts, etc...) Bring a hard copy to class.

-Video Review (in Live Text) (30 points)

The video must be at least 20 minutes in duration but may be longer. Choose a video that depicts a teacher (elementary/middle/high school) teaching in your field of study. Suggested web sites; www.learner.org or www.georgiastandards.org (resources and videos). Observe the teacher teaching a concept and make note of teaching strategies used, classroom environment, whether or not students are engaged, and materials used in the lesson, etc... You will submit on the form in Live Text listed under course assignments.

-Formative Assessment Article Reflection (in Live Text) (30 points)

(Bring a hard copy of article reflection to class.) Find an article about formative assessment in the classroom. It can be about formative assessment in general or pertain specifically to your teaching field (ex. formative and summative assessment, performance assessment, formative assessment in mathematics, formative assessment in middle-school/ high-school social studies classrooms, rubrics and formative assessments, etc...) You will submit your reflection on the form in Live Text listed under course assignments. Bring a hard copy of the article reflection to class for discussion.

4. Quiz: (50 points)

- Georgia Code of Ethics Quiz- (50 points)

5. Attendance (15 points) & Participation (15 pts)

Participation will be determined based on participation in every aspect of the class including active participation in discussion, assignments, and attention during all aspects of class including use of the Discussion Board on Livetext for questions or concerns about lesson plans and the ISL.

*Carefully examine course policies on attendance and late work under course policies.

Summary:

ISL = 200 points

Teaching Strategy/Informational Souvenir = 60 points

Daily class/homework assignments = 110 points

Georgia Code of Ethics Quiz = 50 points

Attendance = 15 points

Participation = 15 points

Grading Scale:

405 – 450 points = A

360 – 404 points = B

315 – 359 points = C

270 – 314 points = D

< 225 points = F