



EDUC 507- Integrated Curriculum

Key Assessment Course

Term: Fall 2019

Time: 10:00 a.m. to 12 p.m.

Location: Kennedy Center- Room 202

Dates:

August 24, 2019

September 7, 2019

September 21, 2019

October 5, 2019

October 19, 2019

November 2, 2019

Professor Contact Information

School of Education – Graduate Studies

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Course Description

This class is a curriculum planning class. This methods class integrates basic skill development (literacy, math, and core content areas) with creative learning strategies. This course will provide practical knowledge for blending content areas to maximize student learning and to prepare teachers to meet the needs of all of their students across the curriculum. The course will concentrate on knowledge, understanding and usage of major concepts, principles, theories, and research related to the development of children and young adolescents as well as the ability to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. The focus includes integrating reading, writing, and oral language, science, mathematics, social studies, the arts, health education, and physical education. The integration and application of knowledge for instruction, adapt to diverse students, promote the development of critical thinking and problem solving.

Prerequisite Studies

None

Diversity in the Oakland City School of Education The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifests
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- Creativity in thought and action

To further the mission of diversity in the School of Education, SOE has a primary goal that: Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

Course Objectives

1. Identify and discuss the essential attributes of the effective teacher for the 21st century. (INTASC 9)
2. Plan for meeting the needs of diverse classroom populations including disabilities, SES, ethnicities and race, gender, and linguistic diversity. (INTASC 1, 2, 3; ACEI 1.0)
3. Define and give examples of various planning tasks (e.g., standards, mapping, objectives, taxonomies, daily plans, time tabling). (INTASC 7; ACEI 3.1)
4. Describe why learning communities and motivation are important and describe the major strategies for motivating students. (INTASC 1, 3, 5; ACEI 3.4)
5. Describe and discuss various theoretical and research-based approaches to classroom and behavior management, describe the strengths and weaknesses of each, and apply them to classroom situations. (INTASC 3; ACEI 3.4)

Learner Outcomes

The purpose of this course is to prepare students to plan and implement integrated learning opportunities for young children as an alternative to a compartmentalized subject matter approach to curriculum organization. By the end of this course students will have opportunities to:

- Explore the critical role of hands-on, experiential learning in the education of young (PreK –elementary years) children
- Build effective and meaningful curriculum using knowledge of how children construct meaning from their environment
- Understand how to effectively plan, implement and evaluate classroom projects that will meet children’s individual and group needs
- Determine what constitutes developmentally appropriate curriculum for children of different age/grade levels and become familiar with national and state curriculum standards (PreK-6th grade)
- Become conversant with teaching strategies and methodologies that promote intellectual curiosity and problem solving and decision making skills in young children.

Instructional Design

Students will explore Current Trends in Education through large and small group discussion, reading, writing and editing, and researching.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Required Course Materials

The following resources are required in the completion of course learning activities.

Textbooks and Readings

Printed copy of Indiana Elementary Generalist Content Standards printed from <http://www.doe.in.gov/sites/default/files/licensing/elementary-generalist.pdf>

Printed copy of Indiana Elementary Developmental Standards printed from <http://www.doe.in.gov/sites/default/files/licensing/elementary-ed.pdf>

Continual access to Indiana Academic Standards for all grades <http://www.doe.in.gov/standards>

Required Text:

Meinbach, Fredricks, Rothlein (2000). *The Complete Guide to Thematic Units 2nd Edition: Creating the Integrated Curriculum*. Christopher-Gordon Publishers, Inc. ISBN 1-929024-10-X

Referenced Texts:

Drake, Susan M. (2012). *Creating Standards-Based Integrated Curriculum 3rd Edition*. Thousand Oaks: Corwin. ISBN 978-1-4522-1880-9

Eby, Herrell, Jordan Teaching in K-12 Schools: A Reflective Action Approach, 5th Edition, Boston, Allyn Bacon, (2011). ISBN - 13: 978-0-13-704705-5

Standards

InTASC

Standard 1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 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.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 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.

Standard 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.

ACEI

Standard 1: Development, Learning, and Motivation Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Standard 3: Instruction: 3.1 Integrating and applying knowledge for instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

Standard 3: Instruction 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

Standard 3: Instruction: 3.3 Development of critical thinking and problem-solving: Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

Standard 3: Instruction: 3.4 Active engagement in learning: Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

*Standard 3: Instruction 3.5 Communication to foster collaboration—*Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Standard 4: Assessment for instruction: Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Standard 5: Professionalism: 5.1 Professional growth, reflection, and evaluation: Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics
1	Interdisciplinary Curriculum- Accountability and 2 Dimensional thinking
2	Lesson Planning Curriculum – Developing and Using Thematic Units
3	Strategies for Success
4	Authentic Assessments

Assignments and Assessments

Assignments

All projects are to be completed by the students in a professional manner (i.e. spelling, grammar, typed). Each activity is to assist the student in preparing him/her to become a competent teacher who utilizes an integrated curriculum. The final grade is determined by each individual's performance. Small assignments during the class will vary depending on topics discussed. (0-30 pts.)

Student Learning Journal:

Student learning journal will be used to comprehend ideas from the Meinbach, Fredericks, and Rothlein text. Students will answer questions in relationship to chapters one, two and three. These will be collected and possibly shared. 40pts. each

Unit Planning:

The student will develop a 5 day Unit Plan (Oakland City University Unit Plan Template) in the subject area of their choice using Bloom's Taxonomy as the structure for the Unit Plan's Objectives. The Unit Plan must be developmentally and culturally appropriate. 240 pts.

Lesson Planning:

The student will develop a minimum of 5 one-day Lesson Plans (Oakland City University Lesson Plan Template) in them the subject area of their choice using Bloom's Taxonomy as the structure for the Unit Plan's Objectives. These Lesson Plans must display the integration of additional curriculum areas into the overall plans. These will be part of the Unit Plan.

Participation and Attendance (20 points per day)

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

Graduate Grading System		
Grade	Value	Definition
A (97-100%)	4.0	Superior
A- (93-96%)	3.7	Excellent
B+ (89-92%)	3.3	High Average
B (83-88%)	3.0	Average
B- (81-84%)	2.7	Low Average
C+ (77-80%)	2.3	Below Average, Counting as Graduate Credit
C (73-76%)	2.0	Below Average, Counting as Graduate Credit
F (Below 73%)	0.0	Failure
I		Incomplete

Graduate Grading System		
Grade	Value	Definition
WE		Instructor Withdrawal Excessive Absences
AU		Audit
EC		Education Continuing, Ed. D
GP		Graduate in Progress 3-years limit, Ed. D
W		Withdrawal Official Approval

Participation and Attendance

Regular class attendance is expected. Because of the nature of class sessions and required interactions, there are no excused absences. In case of an emergency, make-up work will be required and a penalty may be deducted from the final grade for absence.

Assignments

Assignment Rubrics

See attached

Course Policies

The following policies apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.
- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancellations due to severe weather, and on-campus emergencies. Students are

encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter ([@ocu47660](https://twitter.com/ocu47660)). Students may also check the following radio stations: WRAY 98.1 Princeton, IN

- **Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:
 - * Use correct spelling and grammar.
 - * Some assignments require a specific form or format—use as directed.
 - * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
 - * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.
 - * Use your name, course number, and assignment name as the file name of a document when submitted electronically.
 - * Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.
- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
- **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

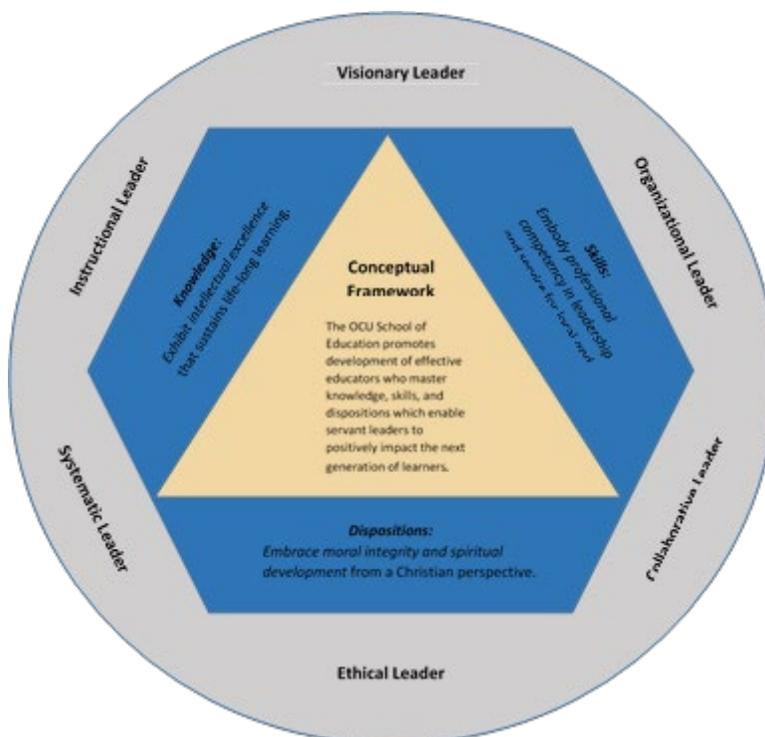
The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

Conceptual Framework OCU School of Education Advanced Programs

SOE Conceptual Framework Components

1. Skills
 - 1.1 Technological Skills
 - 1.2 Pedagogical proficiency
2. Disposition
 - 2.1 Promotion of ethical and moral values
 - 2.2 Community service through positive leadership
 - 2.3 Lifelong learning and Collaboration
3. Knowledge
 - 3.1 Knowledge of Student
 - 3.2 Knowledge of Content



Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

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 138 North Lucretia Street
 Oakland City, Indiana 47660
 (800) 737-5125

Unit Plan Rubric

(Standards addressed--- ACEI Standards; 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 3.5, 4.0
 INTASC Standards; 1,2,3,4,5,6,7)

Name: _____ **Content Area:** _____

Unit Topic: _____ **Grade Level:** _____

<u>Indicators:</u>	Advanced (30)	Proficient (20)	Progressing (10)	Below Standard (0)
	Evidence of this skill, disposition or practice is <u>highly present</u> throughout this candidate's unit and lesson plans.	Evidence of this skill, disposition or practice is <u>present</u> throughout this candidate's unit and lesson plans.	Evidence of this skill, disposition or practice is <u>somewhat present</u> throughout this candidate's unit and lesson plans.	Evidence of this skill, disposition or practice is <u>not present</u> throughout this candidate's unit and lesson plans.
Plans are linked to grade Appropriate State and Professional Standards- Candidates know, understand, and use the major concepts and modes of inquiry from the content area. ACEI- Choose 2.1, 2.2, 2.3, or 2.4 INTASC-4,5,6,7,8				
Plans are prepared in advance and linked to student learning outcomes ACEI- 2.1, 3.1- INTASC- 4,7				
Timeline- Candidate Maximizes instructional time for the most learning-conducive environment. ACEI -3.1 INTASC-3,7,8				
Plans reflect a variety of effective teaching strategies ACEI- 2.1 3.4 INTASC-1,2,3,7,8				

Plans set high Expectations for Student Learning ACEI -3.4 INTASC-1,2,7,8				
<u>Indicators:</u>	Advanced (30) Evidence of this skill, disposition or practice is highly present throughout this candidate's unit and lesson plans.	Proficient (20) Evidence of this skill, disposition or practice is present throughout this candidate's unit and lesson plans.	Progressing (10) Evidence of this skill, disposition or practice is somewhat present throughout this candidate's unit and lesson plans.	Below Standard (0) Evidence of this skill, disposition or practice is not present throughout this candidate's unit and lesson plans.
Plans contain adaptations for diverse students ACEI- 3.2 INTASC-1,2,3,7				
Plans contain multiple assessment methods/ Strategies ACEI- 4.0 INTASC-6,7,8				
Plans infuse appropriate technology and media into instruction. ACEI- 3.5 INTASC-7,8				
Total Score:		Scale: 200-240 = A –Advanced 159-199 = B –Proficient 118-158 = C –Progressing		
Overall Quality of Unit and Lesson Plans	Advanced (30) Error free/ well-edited Clearly stated objectives Clearly stated outcomes Evidence of clear integration with other disciplines Activities in multiple learning modalities Multiple Check for Understanding (CFU) activities	Proficient (20) Few errors / well-edited Objectives and outcomes stated Some integration with other disciplines Learning activities that vary somewhat Some CFU activities Most content appropriate to learners needs	Progressing (10) Some errors but some evidence of editing Objectives / outcomes decipherable but not clear Little integration with other disciplines Learning activities are described Guided practice included but no specific CFU activities Little obvious variation of activities based on learners needs	Below Standard (0) Multiple errors -no evidence of editing Few or no decipherable objectives /outcomes No integration with other disciplines Lack of learning activities Single mode of teaching Unclear how students level of understanding will be measured.

	Content and activities very specific to learners needs			
Quality Score:	Comments:			

NOTE- Total scores of a C (Progressing level) will require additional remediation and submission of work until proficient level is attained.