

EARLY CHILDHOOD INTEGRATED CURRICULUM METHODS
FCS 2640-001
SUMMER SEMESTER 2005

Instructors: Kris Stone, M.S. (h: 583-5213 / cell: 856-5406)
utahstone@hotmail.com
Office Hours: By appointment

Required Texts: Bickart, Jablon & Trister-Dodge (1999). Building the Primary Classroom: A Complete Guide to Teaching and Learning. Washington, D.C.: Teaching Strategies, Inc.

Bredenkamp & Copple (Eds.) (1997). Developmentally Appropriate Practices in Early Childhood Programs. Washington, D.C.: NAEYC.

Bredenkamp & Rosegrant (1995). Reaching Potentials: Transforming Early Childhood Curriculum and Assessment Vol. 2. Washington, D.C.: NAEYC.

Course Description:

This interactive course provides students with a practical framework for building effective and meaningful curriculum for young children. Students will study, participate in and practice methods in planning and implementing an integrated early childhood curriculum. Emphasis will be placed on the National Association for the Education of Young Children's *Developmentally Appropriate Practices*, the *Utah State Core Curriculum*, and the project approach in an effort to provide an in depth knowledge of authentic, integrated learning in a child-centered classroom. Guest lecturers will also provide innovative and practical teaching ideas from a variety of early childhood settings.

Course Objectives:

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. This course will provide students with opportunities to:

- . • Explore the critical role of hands-on, experiential learning in the education of young 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 and become familiar with national and state curriculum standards
- . • Become conversant with teaching strategies and methodologies that promote intellectual curiosity, and problem solving and decision making skills in young children.

Requirements: Grades will be assigned on the following basis:

1. 1. In Class Participation / Small Group Activities & attendance 200 points
2. 2. Five Reading Responses (You may drop your lowest one) 100 points
3. 3. Web Exploration Activity 25 points
4. 4. Philosophy Statement 50 points
5. 5. Curriculum Map Activity 50 points

6. 6. Curriculum Webbing Activity 50 points
7. 7. Lesson Plan / Presentation 50 points
8. 8. Field Observation / Reflection 50 points
9. 9. Project Work / Presentation / Response 100 points
10. 10. Final Portfolio 50 points

Class Participation

Due to the interactive nature of this course, full participation is required: participation in class discussions, and small group activities. Please have reading requirements completed prior to class and allow flexibility for the schedules of guest speakers. Class attendance will be recorded from name cards. If you attend only the first part of class, inform the instructor and you will be given partial credit. Students are allowed two absences during the semester, more than that will result in a grade reduction.

Web Site Exploration Activity

Students will explore the Utah State Office of Education Curriculum Web Site (www.usoe.k12.ut.us then select “curriculum and instruction”) to review the Fine Arts Web page. In addition, students will be asked to review the Utah Education Network Web Site (www.uen.org). Students are to explore both web sites and become familiar with resources available to teachers. A short, 1-2 page type-written summary of the web site exploration experience will be required. Please include the following:

- . • Your name & student ID
- . • Briefly (1 paragraph) describe the Utah State Office Fine Arts Website
- . • Briefly (1 paragraph) describe the UEN Website
- . • Describe how you might use **EACH** of these websites in your role as an early childhood teacher

In addition, download/print the Kindergarten Language Arts, Math and Kindergarten Content sections of the Utah State Core Curriculum. This will be brought to class for the mapping assignment.

Reading Responses

A critical component of this course is the selected readings. To ensure discussions are both meaningful and relevant, students should have assigned readings completed *prior* to each class. On specific dates, listed in the course calendar, students will be asked to write a reading response relating to the assigned readings. Responses may include one or more of the following: a written summary of the reading, practical application of the content covered in the reading or a personal opinion relating to the topic/content. Responses will be given during the first 15 minutes of class. If you are late to class, you miss the reading response and will need to make arrangements for make-up work. You are allowed to drop one reading response score.

Curriculum Mapping

Often teachers working in the field of early childhood education are overwhelmed by the amount of information they must cover in a year. In an effort to organize the broad concepts included in the *Utah State Core Curriculum*, students will develop a kindergarten grade-level outline or “map” of an entire school year. Included in the map will be the following:

- . • The K-2 Integrated Core Curriculum
 - . • The Kindergarten Language Arts Curriculum
 - . • The Kindergarten Math Curriculum
- The purpose of the map is to not only organize curriculum

but to also look for natural and logical “connections” across the curriculum. These connections help formulate an integrated curriculum that covers all of the standards outlined in the core curriculum. A portion of this activity will be done in class, first together as a class, then in small groups. Students will have the opportunity to turn in their map for feedback / comments before typing the final document that will be included in their portfolio. The final, typed curriculum map will be included in the Final Portfolio – (will also be included in the Final Portfolio)

Curriculum Webbing

Ideas for curriculum topics will be sketched out including several classroom activities. Activities will be listed in detail, using a specific webbing format, that represent possibilities of a quality, integrated curriculum experience. These activities will be based on curriculum objectives and / or state core curriculum standards identified in the curriculum mapping process. This interactive method of planning will be done first as a large group, then in small groups, and finally independently. The webbing assignment is and will be included in the Final Portfolio.

Lesson Plan / Presentation

Curriculum mapping and webbing are processes in which teachers plan broad overarching concepts / topics. A lesson plan will include one or two concepts from the map or web that is written in greater detail. Students will learn the basics for writing a comprehensive lesson plan using the format used in the University of Utah’s Department of Teaching and Learning. Students will have the opportunity to turn in their lesson plan for feedback / comments before typing the final document that will be included in their final portfolio.

Field Observation / Reflection

Students will have the opportunity to observe in a classroom of their choosing. Students will observe various elements of the classroom, environment and curriculum for a two-hour period. An observation form will be filled out and a reflection of the experience.

Project Work / Presentation / Response

Project Work is a child-centered, interactive method of teaching a given topic in-depth. The exciting part of Project Work is that students guide their own learning. Students in this class will have an opportunity to gain an understanding of this process called the *Project Approach*, by actually **doing a project**. Students will work cooperatively in a small group with (3-4) fellow students on a selected project. Student will select their topic and group members at a later date. This project will require 3-4 hours of research/planning outside of class time. The projects will culminate with a 15-minute group display and class presentation. A brief project response paper will be written in class following the presentations. The project presentations will be the culminating activity for this course.

Philosophy Statement

As part of our discussion on “Building Partnerships with Families”, students will work in both small groups, then independently, writing a letter to parents/families describing their philosophy of education. This will be a 1-2 page typed, double-spaced paper and will be part of the Final Portfolio.

Final Portfolio

Throughout the semester, students will be compiling a portfolio that consists of various assignments

including:

- . • Philosophy Statement (Letter to Families)
- . • Curriculum Map for a selected grade level
- . • Curriculum Web for a selected topic in a given grade level
- . • Lesson plan
- . • Field observation / Reflection
- . • Other (To be explained in class)

**TENTATIVE CALENDAR
FCS 2640-001 SUMMER 2004**

CLASS	TOPIC	READINGS & ASSIGNMENTS DUE
Monday May 17	Create name cards, introductions Review of course syllabus Web Site Exploration Activity <i>Building the Primary Classroom</i> (BTPC) “Knowing the Children You Teach” Small Group Activities: <ul style="list-style-type: none"> • First Impression Activity • Developmental Characteristics • Understanding the Influence of Culture Individual Activity: * Learning About the Individual Characteristics of Children 	
Wednesday May 19	<p style="text-align: center;">Building the Primary Classroom</p> “Building A Classroom Community” Small Group Activities: • Defining Community • Welcoming Children to the Classroom • Meetings to Build Community	BTPC --- Chapters 1 & 2 Bring DAP book and highlighter to class each week
Monday May 24	<p style="text-align: center;">Building the Primary Classroom</p> “Establishing A Structure for Your Classroom” Small Group Activities: • Different Types of Structure • Stores Where I Hate to Shop • Messages Conveyed by the Structure Video/Room arrangement	Due: Web Site Exploration BTPC --- Chapter 3 Reading Response #1
Wednesday May 26	<p style="text-align: center;">Building the Primary Classroom</p>	BTPC --- Chapter 4 RP --- Chapters 1, 2, 3

	<p>“Guiding Children’s Learning” Small Group Activities:</p> <ul style="list-style-type: none"> • Making Learning Meaningful • Helping Children Construct Knowledge • Stages in the Learning Process • Investigation, Representation, Reflection • A Learning Community 	
Monday May 31	MEMORIAL DAY HOLIDAY -- NO CLASS	HAVE FUN!!

Wednesday June 2

Building the Primary Classroom

“Assessing Children’s Learning”

Guest Speaker

“Building Partnerships With Families”

Small Group Activities:

- . • Differing Perspectives
- . • Self-Awareness
- . • Understanding Culture Guest Speaker

BTPC --- Chapter 5 & 6 Technology

Monday June 7	<p>Building the Primary Classroom</p> <p>“Identifying and Articulating Your Educational Philosophy” Small Group Activity: • Discuss and create a group list of components included in an educational philosophy Final Portfolios Explained Guest Speaker</p>	<p>DAP --- Parts 1 & 2 Reading Response #2</p>
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Wednesday June 9	Building the Primary Classroom Organization of an Integrated Curriculum Map Small Group Activities: • Planning Long Term Studies • Curriculum Mapping Activity	DAP --- pp. 123-135 ; 161-179 Bring copies of Utah's Core Curriculum for Kindergarten including Language Arts and Math
Monday June 14	Webbing As A Method of Curriculum Planning Group Activities: • Large group webbing • Small group webbing	RP --- Ch. 12 Due: Philosophy Statement
Wednesday June 16	Writing Effective Lesson Plans Guest Speaker	Reading Response #3
Monday June 21	Integrating Language and Literacy Guest Speakers	Due: Webbing Assignment BTPC --- Chapter 7 RP --- Chapter 11
Wednesday June 23	Integrating Math Guest Speaker	Due: Curriculum Map BTPC --- Chapter 8 RP--- Chapter 4
Monday June 28	Integrating Social Studies, Science Guest Speaker	BTPC --- Chapters 9 &10 RP --- Chapters 5,6 & 9 Reading Response #4

Wednesday June 30	Integrating the Visual Arts Guest Speaker Integrating Music Guest Speaker	Due: Lesson Plan BTPC --- Chapter 12 RP --- Chapters 7 & 8
Monday July 5	NO CLASS -- INDEPENDENCE DAY HOLIDAY	ENJOY THE FIREWORKS!!
Wednesday July 7	Resources in the Community Visual Arts & Art Museum Learning Experiences Meet at the UMFA Guest Speaker: Lisa Jane May, Ed.M. Harvard Graduate School - Arts & Education Specialist Visit Media Center	BTPC --- Chapter 11
Monday July 12	Integrating Dance and Creative Movement Guest Speaker	Due: Field Observation Location Form

	Integrating Physical Education Guest Speaker	RP --- Chapter 10
Wednesday July 14	OBSERVATION IN THE FIELD	
Monday July 19	Integrating Blocks Into the Curriculum Guest Speaker: Carol Blackwell, Rowland Hall, St. Mark's School	
Wednesday July 21	Introduction to the Project Approach • Selecting A Topic • Three Phases of Project Work • Large Group Webbing of Topic Video: The Sailing of A Ship Small Group Activity: Phase 1 of Project Work	Due: Field Observation Summary/ Reflection Paper Reading Response #5
Monday July 26	Integrating Blocks Into the Curriculum Project Approach (cont.) Guest Speaker: Karla Pardini, Kindergarten Teacher, Rowland Hall St. Marks School	
Wednesday July 28	Work on Projects	DUE: FINAL PORTFOLIOS

Monday August 2	Project Presentations	Projects
Wednesday August 4	Project Presentations Reflection Paper Summary POT LUCK!!	Projects