New Course Proposal

1. Catalog description
   a) Course number ELE 5820
   b) Title Integrated Curriculum in the Elementary Classroom II
   c) Meeting times and credit 3-0-3
   d) Terms to be offered F S SU (Rotational)
   e) Short title Integrated Curriculum II
   f) Course description This course provides a research base and opportunity to apply learning theory for integration of subject matter in the elementary school with a focus on fine arts, science, math, health, and physical education.
   g) Prerequisites Admittance to Graduate School and Phase I of the Elementary Masters, Integrated Curriculum in the Elementary School I or permission of the Department Chair.
   h) Initial term of offering: Spring 2008

2. Student Learning Objectives and Evaluation
   a) List the student learning objectives of the course
      • Engage in activities that demonstrate how to integrate curriculum to meet the learning preferences and needs of children and increase learning in cognitive, affective, and psychomotor domains.
      • Read and respond to research and best practice articles in professional journals to explore the benefits of integration and subject area learning goals using information from the various subject area professional organizations such as: American Alliance of Theatre and Education; National Association for Schools of Theater; American School Health Association; American Alliance for Health, Physical Education, Recreation, and Dance; Music Educators National Conference. National Association for Art Educators; National Association for Sport and Physical Education; National Science Teachers Association; National Council of Teachers of Mathematics; and others.
      • To demonstrate and to experience the integration of the Fine Arts, Health, Math, Physical Education, and Science goals from the professional organizations in creating meaningful learning experiences.
      • Explore internet sites and software to support integration of curriculum.
      • Create a unit of instruction with a research rationale using a theme based on essential questions that will include information and skills enhanced through the integration of the fine arts with at least the subject areas of science, math, health, and physical education around a concept or strand.
      • Create a culminating group “program” to demonstrate curriculum integration.
   b) Evaluation and Assessment:
      Students will be assessed on in-class assignments as well as a 7-10 page research paper, a group or individually constructed thematic unit, a group program/product, and both written and oral research article reviews.
   c) For technology-delivered and other nontraditional-delivered courses/sections,
address the following:

- Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives. N/A.
- Describe how the integrity of student work will be assured. N/A.
- Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction. N/A.

d) For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. N/A.

e) If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. N/A.

3. Outline of the Course
   a) Meetings: Three hours a week for 15 sessions or alternative format with same number of contact hours.

SESSION 1
   Introduction to the Course
   Sharing of information of distinct professional organizations and their stated goals;
   Discussion of curriculum in elementary schools;
   Discussion of diversity in classrooms and how to differentiate instruction;
   Discussion of the brain and learning theory as it relates to the conceptual development for children.

SESSION 2
   Overview of Research concerning the integration and interconnectedness of concepts and ideas. Thinking “out of the box” for curriculum changes.

   Present awareness of professional goals of the American Alliance of Theatre and Education; American Alliance for Health, Physical Education, Recreation, and Dance; American School Health Association; National Association for Sport and Physical Education; National Council for Teachers of Mathematics; National Science Teachers Association, Music Educators National Conference; National Art Education Association; and others.
   Discuss how these can be addressed in an integrated approach.

SESSIONS 3, 4
   Creating curricula strands. Looking at the big ideas/themes.
   Examples of ways to integrate. Using graphic organizers in planning.
   Themes in art, health, math, music, physical education, science, and theatre.
   Sharing research about curricula construction in an integrated classroom
   Discussion of theme teaching.
   Writing – Selection of topic about curriculum integration (7-10 page paper).

SESSION 5,
   Technology Tools
   Discussion and demonstration of internet sites and software. Discussion on how these contribute to creating an integrated curriculum. Connections via e-mail or possible poly
com connections, with other areas of the USA for ways to teach with an integrated approach.

SESSIONS 6, 7, 8
Group work to create themed teaching units and culminating “program/production/product” and discussion on ways of thinking about themes based on essential questions.
- Possible topics: Systems, Models, Change Equilibrium, Form and Function, etc.
- Presentation of theme activities incorporating technology tools.

SESSIONS 9, 10
Research papers due with PowerPoint presentations of highlights of the paper. Presentation to include an interactive module to highlight how subject matter is integrated in the teaching. Papers can provide research base for culminating project.

SESSIONS 11, 12
Further exploration of critical thinking and integration of subjects for the education of the whole child. Determination of final group project/production.

SESSION 13
Exemplary Models and the effect on P-6 learning.

SESSIONS 14, 15
Culminating activities with options to demonstrate how to integrate curriculum. Groups of 4-5 or whole class create a program/product, such as a mini-musical with scenery and plot, created around a theme; a science and health mini hands on “museum”; an art gallery exhibit, etc. that incorporates all the focus subject areas from the course. Submission of individual or group integrated Units for Final Evaluation.

b) For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above. N/A.

4. Rationale
a) Purpose and need: current research indicates that individuals learn holistically. The course provides a research base for and experience with connecting/integrating conceptual knowledge and how to present it for elementary children and their learning environments. It builds on the conceptualization for integration developed in the Integrated Curriculum I course.

b) Justification of the level of the course and of course prerequisites: This course will serve as one of the courses for the integrated curriculum emphasis. It requires a depth and breadth of knowledge in order to creatively integrate subjects.

c) Similarity to existing courses: The Integrated Curriculum for the Elementary Classroom I has a similar research basis, but a different subject area integration focus.

d) Impact on program: This course will an opportunity for candidates seeking to become master teachers to explore and to research about effective integration of curriculum in the elementary classroom.
5. Implementation
   a) Faculty members to whom course may be assigned: Any graduate faculty member could teach this class.
   b) Specification of any additional costs to students: none
   c) Text and supplementary materials.

6. Community College Transfer: NA

7. Date approved by the department or school 4-29-2005

8. Date approved by the college curriculum committee 9-26-2005

9. Date approved by CAA ________ CGS __________

* A technology-aware course section uses the Internet and other technologies to augment a regularly scheduled, face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated. A technology-enhanced course section augments a regularly scheduled course section and adds opportunities for interaction between a faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course, and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face. A technology-delivered course section is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

** In writing-active courses, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor’s invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students’ writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students’ writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).