George Mason University
College of Education & Human Development
Early Childhood Education Program

EDUT 614
Curriculum Across the Content Areas for Diverse Learners, K–3 (3:3:0)
Fall 2009

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Before and after class
or by appointment
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Course Description
Prerequisite: Admission to the Early Childhood Education program or permission of the instructor. Co-requisite: Must be taken concurrently with EDUT 790. Explores assessment, curriculum development, planning, and instructional practices across content areas. Examines strategies for guiding children’s behavior, integrating instruction across content areas, and planning and implementing community of learners inclusive of children with diverse abilities.

Nature of Course Delivery
The class will have lecture, discussion, group work formats and will require active participation of all students. Guest lecturers from the community may be utilized to support content from readings.

Learner Outcomes
This course is designed to enable students to
1. Plan curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, cultural variables, and levels of participation of children in pre-kindergarten through grade three (prek-3).
2. Plan curriculum activities that include an in-depth understanding of (a) the relationship among history, literature, art, and music; (b) the relationship between past and present; (c) civic participation in a pluralistic democracy; and (d) how events and history are shaped by ideas and actions of people, including major events in Virginia history.
3. Plan curriculum activities that teach prek-3 students to use primary sources such as artifacts, letters, photographs, and newspapers.
4. Plan, implement, and evaluate an integrated approach across curriculum areas based on school, district, and state curriculum goals and objectives.
5. Implement instruction that is linked to children’s interests and developmental capacities, that is informed by family and community knowledge and experience, that is relevant to the curriculum, and that promotes learning competence.
6. Select culturally, linguistically, and ability responsive materials that have multiple purposes, are adaptable and varied, and promote learning, including learning about diverse cultures and shared humanity.
7. Construct learning environments that support positive behavioral and learning expectations.
8. Apply systematic problem solving approaches to dilemmas encountered in interactions during the internship experience.
9. Conduct a professional development presentation.
10. Use analysis and reflection to better understand the pre-k-3 learning environment and one’s own role as an early childhood educator in that environment.

Professional standards
This concentration is approved for licensure in the Commonwealth of Virginia and it complies with the standards for teacher licensure established by the Division for Early Childhood of the Council for Exceptional Children and the National Association for the Education of Young Children.

The course content has been designed to address the following performance-based assessment standards of these organizations.

National Association for Early Childhood Education (NAEYC)
- Teaching and Learning (Planning)

VA State Endorsement Competencies
- Knowledge of the effects of socio-cultural variables in the instructional setting
- Teaching methods
- Knowledge and Skills
- Curriculum and instructional procedures
- Classroom and behavior management

Required Texts

Recommended Books
Course Requirements

General Requirements
1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins.
4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that graduate students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

Written Assignments
All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at http://library.gmu.edu/resources/edu/.

Students will
1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. The Performance-Based Assessment MUST be posted to Task Stream when the assignment is due. NO final grades will be posted until all materials are on Task Stream.

Grading Criteria

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>= 70 – 79</td>
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<td>F = &lt; 70</td>
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Assignments

Participation (10 points)
Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:
- Readings and outside preparation for in-class activities are completed prior to class as is evidenced by the ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Active involvement in in-class learning experiences is apparent as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3)
completing written work related to the activities, and (4) supporting the participation and learning of classmates.

- Critical reflective thinking is apparent through in-class written reflections and activities.

**Weekly Journals—Guidance dilemmas (15 points)**
Students will keep an electronic weekly journal and email it to instructor weekly during the semester. In addition students will come to class prepared to share a guidance situation from the internship experience that has perplexed, caused anxiety, or proved bewildering. They will describe the situation and list the questions that should to be discussed. Dilemmas will be used in class discussions for the purpose of encouraging reflection and practicing a variety of systematic problem solving approaches around classroom management issues.

**Child/Family/Community Interests, Knowledge and Experience (15 points)**
This assignment is designed to help students consider how to create a culturally responsive learning environment for the children in the class. It will be the first step to planning and constructing a curriculum unit and lesson plans for the math, science, and social studies content areas. Students will use various information gathering strategies to identify children’s classroom interests and preferences and to gather insight on the knowledge and experiences offered by their families/communities. They will conduct an analysis of the classroom environment. They will use a survey that will be provided in class to help examine the opportunities available for the children to learn in the internship setting. The paper should include the following:

- Description of information gathering strategies used
- Description and discussion of what was learned
- Discussion of the implications of findings for planning meaningful learning activities in the context of the classroom
- Explicit linkages to readings and class discussions
- Students must provide a personal reflection on this process of teacher responsibility toward establishing strong partnerships with families and communities and creating a culturally responsive classroom.

**Transforming Curriculum: Social Studies integrated project (40 points). This is a Course Performance-Based Assessment.**
Over the course of the semester, students will develop and implement an integrated curriculum plan. This assignment includes two steps:

**Social Studies Project Plans**
Students will develop a two-week project that will be implemented during their internship. Plans should include daily mapping of what the intended lessons are. More specifically students will address the following:

1. Identify a social studies curriculum topic or theme.
2. Identify the school, district, and state curriculum goals and objectives that will be addressed in the integrated curriculum plan, including Virginia Standards of Learning (SOLs) in social studies (history), English, and the fine arts.
3. Select and list culturally, linguistically, and ability responsive materials that have multiple purposes, are adaptable and varied, and promote learning, including learning about diverse cultures and shared humanity.
4. Plan learning experiences and instructional activities that at a minimum integrate social studies, reading, writing, oral language development, and the fine arts, including art and music.

5. Explain how children’s interests, preferences, motivation, interaction styles, developmental status, learning history, cultural variables, and levels of participation were used to develop the integrated curriculum plan.

6. Provide specific examples of lesson plans describing teaching prek-3 students about (a) the relationship between past and present; (c) civic participation in a pluralistic democracy; and (d) how events and history are shaped by ideas and actions of people.

7. Provide learning opportunities for prek-3 students to use primary sources such as artifacts, letters, photographs, and newspapers.

For the Final Paper
Students will provide a copy of the plan and a detailed description of what happened. They will discuss modifications made during implementation of project and feedback from children. They will write an analysis and reflection of the planning and implementation process, discuss what went well, what would was changed, and what was learned about children and how to be an effective culturally responsive/developmentally appropriate/project-based teacher.

Videotape Self-Analysis and Reflection (20 points): This is a Course Performance-Based Assessment.
During the full time teaching experience, students will videotape at least two times for at least 20 minutes total. They will use readings to help reflect on teaching practices. They will place particular attention to questioning techniques, issues related to gender bias, responsiveness to linguistic and ability diversity, and children's reaction to curriculum. They will watch the video with the university supervisor and/or cooperating teacher. Students should encourage them to help analyze the teaching and classroom discourse style. They will write a short analysis and reflection of their feedback and findings.

CEHD Syllabus Statements of Expectations
All students must abide by the following:
- Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#Anchor12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html. Click on responsible Use of Computing Policy at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See http://www.gmu.edu/student/drc/ or call 703-993-2474 to access the DRC.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.
Course Meeting Schedule

This course will have weekly Black Board sessions and two virtual classroom discussions. In addition we will meet face to face on campus on the following days:

September 11th - First weekly journal due/ (You will need to submit your weekly journal on BB by Friday of each week during the semester till 11/17).

September 15th- 4:30-7:10 - First meaning full dilemma due

October 6th- 4:30-7:10 – Child, family and community interest assignment due

October 9th - Plans for social studies curriculum unit due

October 20th- 4:30-7:10

November 3rd- 7:10-9:00

November 17th- 4:30-7:10  Final write up of curriculum unit and video analysis are due

December 2nd- 4:30-7:10
## Weekly Reading Assignments

<table>
<thead>
<tr>
<th>Week of September 7</th>
<th>Journal entry based on first week of school experiences</th>
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<tbody>
<tr>
<td>Week of September 14</td>
<td>Kats &amp; Chard, Chapter 2</td>
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<td>Kostelnik, Chapters 1-2</td>
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<tr>
<td>Week of September 21</td>
<td>Kats &amp; Chard, 1 and 3-6</td>
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<td>Week of September 28</td>
<td>Kostelnik Chapter 16</td>
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<td>Week of October 5</td>
<td>No reading - A classroom management related dilemma writing</td>
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<td>Week of October 12</td>
<td>No reading assigned/ journal on first week of take over experience- designing a curriculum unit</td>
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<td>Week of October 19</td>
<td>Helm and Katz-all</td>
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<tr>
<td>Week of October 26</td>
<td>Kostelnik Chapters 5-6</td>
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<tr>
<td>Week of November 2</td>
<td>Kostelnick Chapters 7-8</td>
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<tr>
<td>Week of November 9</td>
<td>Bredekamp &amp; Copple -all</td>
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<tr>
<td>Week of November 16</td>
<td>No reading assigned- work on final unit write up</td>
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