



College of Education and Human Development

Early Childhood Education Program

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<https://gse.gmu.edu/programs/earlychildhood/>

ECED 513 Curriculum Across the Content Areas for Diverse Young Learners (3:3:0)

Spring 2012

Mondays 4:30-7:10

Thompson Hall 2022

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Course Description

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 disabilities.

Prerequisites

Admission to the Early Childhood Education program or approval of course instructor
ECED 503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance.

Corequisite

ECED 790 Internship in Early Childhood Education

Nature of Course Delivery

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

Learner Outcomes

This course is designed to enable students to do the following:

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 local, state, and national curriculum goals and objectives, including the Virginia Standards of Learning.
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 in guiding children's behavior.
9. Use analysis and reflection to better understand the prek-3 learning environment and one's own role as an early childhood educator in that environment.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC).

Required Texts

Fields, M., Perry, N., & Fields, D. (2010). *Constructive guidance and discipline: Preschool and primary education* (5th ed.). NJ: Pearson Education, Merrill.

Seefeldt, C., Castle, S., & Falconer, R. (2010). *Social studies for the preschool/ primary child* (8th ed.). NJ: Pearson Education, Merrill.

Additional readings will be placed on e-reserve and should be retrieved when marked on course schedule.

Recommended Books

Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington DC: National Association for the Education of Young Children. (selected chapters will be on E-reserve).

Katz, L., & Chard, S. (2001). *Engaging children's minds* (2nd ed.). Stamford, CT: Ablex Publishing.

Thompson, S., Kushner Benson, S., Pachnowski, L., & Salzman, J. (2001). *Decision-making in planning and teaching*. New York: Longman.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

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. Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. 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 students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth 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 Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

Students will do the following:

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.

Grading Criteria

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C = 70 – 79	F = < 70	

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking

graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Submission of Performance-Based Assessment

This course has a Program Performance-Based Assessment (PBA) that **MUST** be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** This means that NO final grades will be posted until all materials are on Task Stream.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Weekly journal reflections	Ongoing	15
Guidance and management approaches	Presentations in small groups ongoing Individual reports due by March 19 th	15
Museum visit	March 5 th	20
Curriculum unit	Plans due on February 13 th Final report uploaded on TS by April 30 th	35
TOTAL		100

Attendance and Participation (15 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:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3)

using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.

- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

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

Weekly Journals (15 points)

Students will keep an electronic weekly journal based on ideas from the readings and post it on Blackboard during the semester. In addition, students will come to class prepared to share reflections/ questions from their weekly journal and the weekly readings assigned. The purpose of the journal and the reflections is to encourage critical reflections, sharing of ideas, and practicing a variety of systematic problem solving approaches around shared classroom and curriculum related issues that students are exposed to in the assigned readings. Students will be grouped into online (BB) discussion groups based on grade level they teach. They will choose 2-3 main ideas they learned from the week's assigned readings and write about while connecting to the internship experiences.

Guidance and Management Approaches (15 points)

This assignment is designed to help students consider how to create and develop their own philosophy of classroom guidance and management. Students will research an approach to management that they are interested in learning more about (ideas will be brainstormed in class). They will gather information from the textbook on guidance assigned to this course in addition to three research articles about the approach and lessons learned from studies conducted to examine its applicability in the classroom (additional sources can be used). Students will conduct an analysis of the classroom needs and environment and will describe how would the approach work or not in the environment they are in. Where possible students will apply the strategies examined in class for a week and analyze its successes and challenges including sharing information with families about the rationale for using the specific guidance approach. The research portion of this assignment will be completed in small groups (groupings will be determined on first day of class). Students will present their findings in class as a group and individually write a report based on their research. The final report should include the following:

- Description of guidance approach and its main rationale and philosophy
- Reflections and discussion of what was learned from the three articles
- Discussion of the implications of findings for planning guidance strategies and meaningful curriculum in the context of the classroom
- Reflections on trying the approach in classroom and challenges faced
- Reflection on how do students plan to explain and share their choice of guidance strategies with families and the impact of that on individual students and their learning. In addition, students will share ideas about how to solicit parents' approval and collaboration to implement guidance strategies and to establish strong partnerships with families and

communities and to create a culturally responsive classroom.

Visit to the National Museum of American History or to the Museum of American Indians. (20 points).

Students will do the following:

- Visit one of the above museums and take notes of the exhibits they visit and specific displays they like.
- Examine written and visual materials that can be used to develop two lessons in social studies for their grade level.
- Write plans for two lessons in social studies based on two or more of the exhibits.
- Take pictures of those exhibits if they can. Document primary resources.
- Think about ways to integrate different content areas in the lessons. For example, if they choose Julia Child's exhibit (one of my favorites), they will think about how they can teach lessons about her or cooking in general and integrate language arts, math, and science, etc. Lesson plan template will be given in class and posted on BB.
- Review the Standards in Social Studies for their grade level, write down the ones that fit their lessons, and include them in the write up.
- Attach primary sources gathered during the visit such as pictures, newspaper articles, and brochures to the lessons.
- Share one lesson in class on the day assignment is due.
- Write a report about the learning experience and submit with the two lessons.
- Indicate ways in which they know children learned the materials they prepared in their lessons
- Post the final version of the lessons on BB by the next class meeting to share with others.
- Enjoy the exhibits and allow 2-3 hours for visit.

Curriculum Unit Planning, Implementation, and Evaluation (35 points)

This is the NCATE 5 Assessment of Effect on Student Learning that shows evidence of meeting NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

Course Schedule and Topics

Date	Topic	Readings & Assignments Due
January 23	Introduction to curriculum across the content areas and classroom management strategies	Introducing syllabus, textbooks, and approaches to curriculum Social Studies SOL's by grade level <u>Weekly journals due every week for the length of the semester starting on January 30th and ending on April 30th.</u>
January 30	Development and appropriate behaviors. Organizing the classroom and establishing routines to support and guide children's positive behavior. Teaching of social studies- national standards	Seefeldt: Ch. 1 Fields: Ch. 1,2,3 & 4 On E reserve- 1. Social studies in today's Early childhood curricula
February 6	Developmental aspects and their effects on planning instruction Writing weekly and daily lesson plans in the content areas Dealing with transition	Seefeldt: Ch. 5 On E reserve- 1. Decision- making in planning and teaching 2. Moving right along. Planning transitions to prevent challenging behaviors
February 13	Designing curriculum that meets local, state, and national standards and is responsive to individual children's experiences, cultures, needs, strengths, and interests. Integrating the curriculum and instruction across content area. Examining relationship between disciplines including history, literature, art and music.	Seefeldt Ch. 3 Fields Ch. 5 Integrated unit outline due On E Reserve 1. Weaving the tapestry: a first grade teacher integrates teaching and learning;
February 20	Developing children's understanding of diverse cultures and shared humanity. Culturally responsive practice. Planning, implementing, and evaluating	Seefeldt Ch. 6 Fields Ch. 9 On E reserve-

	curriculum in the content areas	<ol style="list-style-type: none"> 1. Creating cultural responsive, inclusive classrooms 2. Making a strong home-school connection by being culturally responsive
February 27	Designing, selecting, and evaluating instructional activities and materials to support learning in the content areas. Connecting assessment to instruction	Seefeldt Ch. 2 Fields Ch. 11 Reading will be provided by instructor on Assessment and instruction
March 5	Use of technology to support the teaching of social studies, including history, geography, civics, and economics.	Reading will be provided by instructor on Use of technology in instruction Online resources will be examined and shared in class and on BB Museum visit report due
March 12	Spring Break for Mason	
March 19	Building communities of learning that include all children, including children with varied abilities, languages, and cultural backgrounds Meeting the needs of children in the classroom- differentiation	Fields Ch. 12, 13 & 14 On E reserve- <ol style="list-style-type: none"> 1. Teach me, teach my brain: A call for differentiated classroom. 2. Reconcilable differences? Standards based teaching and differentiation Individual reports on behavioral approaches due
March 26	Connecting teaching to children's real-life and family experiences. Connecting with families. Sharing curriculum with the community	Seefeldt Ch. 5 & 6 Fields Ch. 7 On E reserve- <ol style="list-style-type: none"> 1. Place for all families 2. Challenge to professionals: developing cultural reciprocity with culturally diverse families.

April 2	Social studies content knowledge for teaching and learning, including contributions of ancient civilizations; major events, people, and documents in Virginia and American history; and the evolution of America's constitutional republic, its ideas, institutions, and practices	Seefeldt Ch. 7 Curriculum unit assignment- check in
April 9	Developing children's critical thinking skills to help them understand key social studies concepts, including the relationship between the past and present; use of primary sources (artifacts, letters, photographs, and newspapers); how events in history are shaped by people's ideas and actions; and the importance of civic participation in a pluralistic democracy	Seefeldt Ch. 4 On E Reserve 1. How planning and reflection develop young children's thinking skills 2. The plan: building on children's interest
April 16	No class meeting- Time compensation for museum visit	No weekly journal due
April 23	Geography content knowledge for teaching and learning, including the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information; the relationship between human activity and the physical environment; and physical processes that shape the surface of the earth	Seefeldt Ch. 8&9
April 30 th	Revisiting classroom management and supporting and guiding children's behavior. Teacher as reflective practitioner, reflecting on teaching effectiveness	Fields Ch. 6, 7, 15 Readings will be provided by instructor on Effective teaching- share knowledge from research on intentional teaching Final unit plans and report due
May 7	Make up day – wrap up	

**Guidance and Management Approaches Rubric
(Please submit on Blackboard.)**

15-14 points	13-12 points	11 and below
Paper and presentation include a description of guidance approach/ strategy chosen by the group and all aspects of assignments listed	Paper and presentation include a partial description of guidance approach/ strategy chosen by group and doesn't address all aspects required.	Paper includes very brief description of guidance approach chosen
Paper and presentation include a description and discussion of lessons learned including learning from three research articles And textbook	Paper and presentation include partial description of lessons learned including learning from one research article and textbook	Paper includes description of lessons learned without including learning from research articles and textbook
Paper and presentation include a discussion of implications of findings for planning and teaching and curriculum in general.	Paper and presentation include partial discussion of implications for planning and teaching and no reference to curriculum	Paper includes No discussion of implications of findings
Individual Paper includes reflections on process (partnerships with families and creating a culturally responsive classroom). Paper addresses challenges in implementation in a classroom	Paper includes personal reflections on parts of the process and not all	Paper includes No personal reflections on process
Paper and presentation are written using APA style and free from errors and presentation is posted on BB by each group	Paper and presentation are written using APA style and not free from errors. Group didn't post on BB	Paper is written not using APA style and is not free from errors

Weekly Journal Writing Rubric

15-13 Points	12-10 Points	Below 9 points
Weekly journal entries reflect a thorough reading of assigned weekly materials and reflections on 2-3 main ideas gained	Weekly journal entries reflect quick and brief reading of assigned weekly materials and reflections on one idea gained	Weekly journal entries reflects no readings of assigned weekly materials
Weekly journal entries are well written and free of error. They range between 1-2 pages	Weekly journal entries are well written and free of error. They are less than a page long.	Weekly journal entries are not written well and full of error.
Weekly journal entries include a reflection on knowledge gained and implications for practice and implementation	Weekly journal entries include a reflection on knowledge gained and no reflections on implications for practice and implementation	Weekly journal entries include no reflections on knowledge gained and no reflections on implications for practice and implementation

Early Childhood Education PK-3 NCATE Assessment 5 Effect on Student Learning *Curriculum Unit Planning, Implementation, and Evaluation*

Early Childhood Education PK-3 NCATE Assessment 5 Effect on Student Learning is the Curriculum Unit Planning, Implementation, and Evaluation in ECED 513 Curriculum Across the Content Areas for Diverse Young Learners. This assessment shows evidence of meeting NAEYC Standard Elements 3d, 4c, 5a, 5b, and 5c.

Assessment Overview

In this assignment, students are asked to plan a curriculum unit and implement it during the two weeks of full teaching in the classroom during their K-3 internship. Students will use knowledge gained in their coursework, in addition to the learning standards in social studies and other content areas, to design, implement, and evaluate meaningful and challenging curriculum for each child. Students will plan and implement lesson plans using developmentally appropriate teaching and learning approaches. Students will also report on the effect their instruction had on student learning. Students will engage in the following:

- Develop and plan a two-week integrated curriculum with focus on social studies that will be implemented during the student teaching internship in K- 3 classrooms.
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- Implement the plans prepared during the two-week period
- Write a report that explains how information was gathered, how modifications were made, and what lessons were learned.
- Present evidence that student learning occurred as a result of the instruction they provided.

NAEYC Standard Elements Assessed

NAEYC 3d Understanding and practicing responsible assessment to promote outcomes for each child

NAEYC 4c Using a broad repertoire of developmentally appropriate teaching/ learning approaches

NAEYC 5a Understanding content knowledge and resources in academic disciplines

NAEYC 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

NAEYC 5c Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging curricula for each child

Students will use the State Standards of Learning (SOL) as well as knowledge they have gained in how children learn to design, implement, and evaluate a curriculum unit. The unit and its final report must respond directly to each of the following steps:

Step One: Students will use a broad repertoire of developmentally appropriate teaching/ learning approaches (*NAEYC 4c*). Students will do the following:

- Design and plan a two-week integrated curriculum unit with focus on social studies that integrates, at a minimum, the following content areas: reading, writing, oral language development, and the fine arts, including art and music
- Pay special attention in the planning process to the rationale for planning the lessons while addressing developmentally appropriate teaching and learning approaches and methods to address children’s needs. Explain reasons for constructing the plans in this manner.
- The plan should include an outline of the daily activities and lessons planned for the two weeks and a broad description of the unit and ways they plan to integrate across content, following the steps below:
 - Identify a social studies curriculum topic or theme
 - Identify the local, state, and national curriculum goals and objectives and use them to guide planning the integrated curriculum, including but not limited to Virginia Standards of Learning (SOLs) in social studies (history), English, and the fine arts as applicable
 - 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
 - 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
 - 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

Step Two: Students will use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child (*NAEYC 5c*). Once the plans have been reviewed and approved, students will do the following:

- Implement the designed integrated curriculum unit plans and take notes on how successful the lessons were and how responsive students were to the lessons. Note the types of obstacles that occurred in implementing the unit. These notes will be used in the next step of writing the report.

Step Three: Students will know and use the central concepts, inquiry tools, and structures of content areas or academic discipline (*NAEYC 5b*). They will show their understanding of content knowledge and resources in academic disciplines (*NAEYC 5a*). Students will do the following at end of implementation:

- Write a report to evaluate the design and implementation of the two-week unit that includes the following:
 - A copy of the original integrated unit plans prepared
 - A copy of the final and modified plans that were actually implemented during the two weeks of full time teaching in K- 3 classroom with modifications identified
 - An analysis and reflection of the planning and implementation process including a discussion of what went well, what should have changed, and what was learned about the children, how the individual needs of the children were met, and how to be an effective culturally responsive and developmentally appropriate, project-based teacher
 - An explanation and reflection on the modifications that were made from the original plans submitted and the reasons for the changes
 - A reflection on what can be done differently the next time around and suggestions for making the changes
- Provide a sample **of three lessons implemented** during the full-time teaching and attach copies of those to the final report
- The three sample lessons should focus on the following social studies content:
 - One lesson plan (using the template provided in class) that describes teaching K-3 students about (a) the relationship between past and present; (b) civic participation in a pluralistic democracy; and (c) how events and history are shaped by ideas and actions of people
 - A second lesson plan that describes teaching K-3 students to use primary sources such as artifacts, letters, photographs, and newspapers
 - A third lesson plan that addresses and integrates understanding and knowledge of your students' families

Step Four: Students will understand and practice responsible assessment to promote outcomes for each child (*NAEYC 3d*). Students will do the following:

- Include a section in the final report that reflects on and responds to the following questions:
 - What type of home school connections did you establish in your overall plans and lessons?
 - What types of assessments did you use (formal and informal) during your two weeks of teaching? How did these assessments inform your practice and the lessons you designed and implemented? Provide examples.
 - What types of individual accommodations did you need to take into consideration while planning your unit and specific lessons? How did you adapt your teaching based on the needed accommodations?
- Provide evidence that the instruction provided had an effect on student learning (e.g., work samples, results of assessments, observational notes and checklists, etc.) and explain the ways the evidence informed the instruction provided:
 - How did you know that children met individual goals and objectives identified in the planning process?
 - How did you know that adaptations and modifications to instruction were needed as you were providing instruction or as you were planning for subsequent instruction?
 - What information gathered from and about the children informed the adaptations and modifications made?
 - How did you know that learning occurred?

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education PK-3 NCATE ASSESSMENT 5 Effect on Student Learning Curriculum Unit Planning, Implementation, and Evaluation ECED 513 Curriculum Across the Content Area for Diverse Young Learners				
NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families NAEYC Standard 4: Using Developmentally Effective Approaches to Connect With Children and Families NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum				
3d. Understanding and practicing responsible assessment to promote outcomes for each child	Provides written unit plans, including sample lessons, that reflect thorough, clear, and thoughtful connections between assessments implemented and instruction, especially ways to promote children's individual outcomes, and provides clear, convincing evidence of the effect instruction had on children's learning with detailed explanation of the way information from and about the children informed instructional decisions	Provides written unit plans, including sample lessons, that reflect connections between assessments implemented and instruction, especially ways to promote children's individual outcomes, and provides evidence of the effect instruction had on children's learning with an explanation of the way information from and about the children informed instructional decisions	Provides written unit plans, including sample lessons, that reflect minimal connections between assessments implemented and instruction and/or provides minimal evidence of the effect instruction had on children's learning and/or a minimal explanation of the way information from and about the children informed instructional decisions	Provides written unit plans that reflect no evidence of any connections between assessments implemented and instruction and does not provide evidence of effect on children's learning
4c: Using a broad repertoire of developmental appropriate teaching/learning approaches	Provides curriculum unit that reflects a thorough understanding of age appropriate teaching strategies and the implementation of a variety of lessons and activities that meet different children's needs	Provides curriculum unit that reflects an understanding of age appropriate teaching strategies and the implementation of a variety of lessons and activities that meet different children's needs	Provides curriculum unit that reflects partial understanding of age appropriate teaching strategies and no implementation of a variety of lessons and activities that meet different children's needs	Provides curriculum unit that reflects no evidence of understanding of age appropriate teaching strategies or the implementation of a variety of lessons

5a. Understanding content knowledge and resources in academic disciplines	Provides written curriculum that reflects a thorough understanding of content knowledge and clear ability to integrate content knowledge to promote meaningful learning experiences to young children	Provides written curriculum that reflects an understanding of the content knowledge and ability to integrate content to promote meaningful learning experiences to young children	Provide written curriculum that reflects a partial understanding of the content knowledge and minimal or no ability to integrate content to promote meaningful learning experiences to young children	Provides written curriculum that reflects no evidence of any understanding of the content knowledge and ability to integrate content
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Provides curriculum unit that includes clear plans and thorough descriptions of how lessons were implemented to meet grade-level requirements, including knowledge of different concepts and standards in different content areas	Provides curriculum unit that includes plans and descriptions of how lessons were implemented to meet grade-level requirements, including knowledge of different concepts and standards in different content areas	Provides curriculum unit that includes partial plans and minimal descriptions of how lessons were implemented to meet grade-level requirements, including knowledge of different concepts and standards in different content areas	Provides curriculum unit that includes no evidence of planning or descriptions of how lessons were implemented to meet grade-level requirements
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	Provides written curriculum unit that describes the process of how own knowledge, appropriate learning standards, and other resources were used to design, implement, and evaluate meaningful, challenging curricula for each child	Provides written curriculum unit that describes the process of designing lessons and classroom activities, reflects on the implementation during the two week period, and evaluates what worked and what did not, especially in meeting children's needs	Provides written curriculum unit that partially describes the process of designing lessons and classroom activities, reflects on the implementation during the two week period, and includes minimal or no evaluation of what worked and what did not	Provides written curriculum unit shows no evidence of designing and implementing lessons or critical evaluation of what worked and what did not