

EDEC 4030/4030L  
Fall 2006  
Integrated Curricular Practices in Early Childhood Education

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### **Course Description**

This Block 3 course develops philosophical perspectives of the teaching and classroom management, effective parent-teacher relations, and connections with the wider community as a resource context for teaching and learning. Students will plan and teach an integrated, thematic curriculum unit for a grade (Pre-K through 5<sup>th</sup>) as part of the field experience component.

### **Early Childhood Teacher Preparation Program Conceptual Framework**

The conceptual framework for educator preparation programs in the College of Education states that the college “aspires to prepare exemplary, reflective professions to serve a diverse global community” (see <http://coe.uga.edu/framework/>) The early childhood program shares that aspiration and seeks to prepare exemplary and reflective teachers of young children by committing itself to the standards for early childhood education of the Georgia Professional Standards Commission. The early childhood standards addressed in EDEC 4030 and the EDEC 4030L field experience include the following:

STANDARD I: Child Development and Learning – Sections ii, iii, iv, v, vi, vii

STANDARD II: Curriculum Development and Implementation – Sections i, ii, iii, xii, xiv, xv, xvi, xviii, xxiii

STANDARD III: Family and community Relationships – Sections i, v, vi, vii

STANDARD IV: Assessment and Evaluation – Sections i, ii, iii, v

STANDARD V: Professionalism-Sections i, vi

STANDARD VI: Field Experiences-Sections i, ii, iii

### **Academic Honesty Policy**

This course adheres to the academic honesty policy, which include the honor code and A Culture of Honesty.(See the Office of the VP of Instruction website <http://www.uga.edu/ovpi/honesty/acadhon.htm> ). As per UGA policy, admission into the institution suggests agreement with the following statement, “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” *UGA Student Honor Code*

### **Required Texts**

- Gnezda, N. (2005). Teaching Difficult Students: Blue Jays in the Classroom. Lanham, MA: Scarecrow Education.

\*Additional articles may be assigned

## Course Expectations

Assignment	Due Date	Percentage of Grade
• Attendance and Participation	Ongoing	10%
• Class assignments, Reflections, quizzes, and project proposal	Ongoing	10%
• Cultural "Other" Experience	October 2, 2006	20%
• Five-Day Integrated Unit	November 20, 2006 *One week after internship	25%
• Inquiry Project	November 29, 2006	20%
• Professional Development Plan and Teaching Philosophy	Day of Final Exam	15%

**\*\*\* There is an internship experience associated with this class. The following dates are reserved for the field experience: Field Dates: Full Day Fridays - 9/22, 9/29, 10/6 Internships -, 10/16 – 11/14 MYTD: 9/19**

### Grading Scale

100 - 95 = A  
 94 - 90 = A-  
 89 - 87 = B+  
 86 - 84 = B  
 83 - 80 = B-

### Attendance and Participation

Your presence and voice will make this class the best that it can be. Therefore, in this class, three unexcused absences will result in a decrease of one grade. Excused absences will require medical documentation of a signed doctor's note. Remember: Promptness and a good attendance record are indicators of professionalism.

### Class Assignments, Reflections, & Quizzes

Students will be assigned tasks or quizzes related to readings and class discussions. These assignments will be graded on a scale of 1 – 10, 10 being the equivalent to 100. There will be exactly 10 of these assignments, which will be combined to form the final grade in this area.

## Cultural “Other” Assignment

Most multicultural educational experts state that in order to learn about the culture of “Others”, one must first understand one’s own culture. Therefore, this assignment begins with a self-reflection on the same questions to be asked of a cultural “Other”. Observing and learning about a culture that is different from one’s own culture is a challenging, interesting, and often intimidating experience. The purpose of this activity is to provide an opportunity to learn how to learn about “the Other” as well as the self. This activity is not intended to be an extended cultural immersion.

### Project

- 1) Students will write responses to 10 of the questions listed on the next page based on their own cultural background.
- 2) Students will identify a cultural “Other” to learn more about and a context in which to learn. Student will discuss with the professor.
- 3) Students will conduct a mini-research on the culture prior to meeting with the cultural “Other”. This information will be synthesized in the final project.
- 4) Students will arrange a meeting with the cultural “Other”.
- 5) Students will write a reflection on their experience and address the following questions:
  - a. What did you learn from this project 1) about yourself, b) your own culture, and c) the culture of the “Other”?
- 6) Students will share their experiences in class on October 2<sup>nd</sup> and submit their paper.

## Cultural “Other” Experience Questions

### Questions

#### 1. General Information

- a. Birthplace
- b. How long residing in USA
- c. Occupation
- d. Educational Level
- e. Age

#### 2. Family

- a. Who is in a family? (Which of these people would live in one home?)
- b. Hierarchy of authority in the family?
- c. Rights and responsibilities of each family member?
- d. Are children obligated to help around the house?
- e. What are the functions and obligations of the family in society?
- f. How much unity, solidarity, or cohesiveness in the family?

#### 3. Life Cycle

- a. How is the transition from child to adult defined? What are the other stages of life in Columbia?
- b. How are the expectations of individuals different among the different stages of life? (attitude and behaviors)
- c. How is language related to the life cycle?
- d. Appropriate and unacceptable behavior of children at different ages?
- e. Any conflicts with those behaviors taught/encouraged by schools?

#### 4. Roles

- a. Within your culture, what roles exist and how are they acquired? Is education needed for some roles?
- b. Does everyone in the culture have access to these roles?
- c. Does everyone know about the roles?
- d. How do children, parents, community perceive these roles?
- e. Is language use important in the definition or social making or roles?
- f. Are there different class differences in the expectations of children?

#### 5. Education

- a. What is the purpose of education?
- b. What methods of teaching are used?
- c. Is it appropriate for students to ask questions or to volunteer ideas?
- d. What is a positive response from a teacher to a student?
- e. How many years are considered normal for children to go to school?
- f. Are there different expectations by parents, teachers, and students in regards to different groups within the culture? [Different for boys and girls?]

### **Five-Day Integrated Unit**

Students will create five connected, interdisciplinary lessons that incorporate an aspect of differentiated instruction and are culturally responsive in nature. Along with your lessons, you should include any planning webs and/or lists of resources used during the planning stages of your unit. For your final reflection, you will identify a critical incident that occurred during implementation of your unit and write a summary about the incident that includes a description of the incident, your reaction to the incident, how the incident changed your perspective or understanding of teaching, and how you will use this new knowledge and understanding to further develop your teaching.

## Inquiry Project

This assignment addresses the G-STEP, state, and national standards related to teacher professionalism and development. Students may complete this research project in several ways.

- 1) Select a **burning question** related to teaching and learning. Conduct literature searches to locate research articles that provide an answer to the question. Write a traditional research paper that explains 1) why you selected this question, 2) what you found in the literature to answer the question (including multiple perspectives), 3) how the information found will influence your future teaching. Prepare a presentation to share your findings with the class.
- 2) **Read a book** related to the profession of teaching. Book will have to be cleared by the instructor. Prepare a synthesis, critique, and reflection on the text and how it will influence your instruction in the future. Prepare a presentation to share with the class.
- 3) Conduct a **self-inquiry** of one aspect of your teaching. To do this successfully, you'll need to video tape your instruction in order to review and possibly share with someone else for additional feedback. For example, you might choose to investigate the effectiveness of your questioning. You would read several articles on questioning skills, record yourself teaching a lesson in which you ask questions of your students, then review the tape of your lesson in order to evaluate it based on what you read, or Bloom's Taxonomy, standards, or some other type of guideline.
  - Rubrics will be provided for each of these projects types.
  - Students will have to provide proposal for the type of project they will do including a timeline by September 11<sup>th</sup>.
  - Projects are due on 11/29.
  - Students will present their projects on 11/29 and 12/4.

## Professional Development Plan and Philosophy Statement

In place of a final, students in EDEC 4030 will update their professional development plans including their philosophy of teaching statement based on their experiences in this class. This assignment will be do on the day of the final.

## Course Timeline and Assignments

Date	Topic	Reading and Assignment Due
Weds. 8/16	Introductions/syllabus Review: Lesson planning	N/A
Mon 8/21	Topics: Effective teaching	
Weds. 8/22	Topics: <ul style="list-style-type: none"> <li>• Using GPSs</li> <li>• Lesson planning, Unit planning</li> </ul> *In-class hands on group planning assignment	
Mon 8/28	Topics: <ul style="list-style-type: none"> <li>• Integrating curriculum</li> <li>• Complete in-class hands on group planning assignment.</li> </ul>	Be able to identify general information for your cultural "Other"
Weds 8/30	Topics: Planning Assessment strategies	Inquiry Project Proposals Due Today!
Mon 9/4	<b>No Class Labor Day</b>	
Weds 9/6	BaFa BaFa cultural simulation	
Mon 9/11	Topic: Identifying Funds of Knowledge, Using culturally Relevant Pedagogy, and Implementing Differentiation	Reflection on cultural simulation
Weds 9/13	Topic: Culturally Relevant Pedagogy continued.	
Mon 9/18	Topic: Classroom Management/Building learning communities	
Weds 9/20	Topic: Classroom Management/building learning communities	
Mon 9/25	Topic: Parental Involvement	**Letter of introduction to mentor teacher **Letter of introduction to children and their families
Weds 9/27	Topic: Special Education/Inclusion	
Mon 10/2	Discussion and presentation of cultural "other" projects	Cultural "Other" project due
Weds 10/4	Topic: Practice with Unit Planning and Integrating Curriculum	
Mon 10/9	Topic: Practice with Unit Planning and Integrating Curriculum	

Weds 10/11	Topic: Practice with Unit Planning and Integrating Curriculum	
Mon 10/16	<b>INTERNSHIP IN THE FIELD</b>	<b>THRU November 14<sup>TH</sup></b>
Weds 11/15	Topic: Debriefing the Field Experience	
Mon 11/20	Topic: Social Justice and Equity in Education	
Weds 11/22	<b>No Class, Thanksgiving Break</b>	
Mon 11/27	Topics: <ul style="list-style-type: none"> <li>• Student teaching</li> <li>• Interviewing and Getting a Teaching Position</li> </ul>	
Weds 11/29	<b>Inquiry Project Presentations</b>	
Mon 12/4	<b>Inquiry Project Presentations</b>	
Final Exam Day		