

Rutgers, The State University of New Jersey

251:574 Integrated Curriculum for Young Children

Summer 2014

Hybrid Class

M-Th May 27 - June 18

In person classes: 10:50-1:45

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Office Hours: By appointment.	
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

Location(s):

Course Description

Most young children are inquirers into their world; they are most successful learning when they are given guidance as to how their discoveries are connected to broader disciplines of knowledge. Because children learn in multiple ways and enter the classroom with a wide range of experiences, teachers also need to be able to facilitate learning across the content areas for diverse groupings of children. The field of early education has a long history of curriculum making aimed at integrating subject areas into inquiry-based experiences so that learning for children involves delving deeper into ideas and experiences over time. Over the course of the semester students will learn how early childhood teachers use children's experiences, interests, and ways of learning (e.g. play) to plan responsive curricula that also teaches specific content and helps children to learn how to learn in more formal contexts. To understand how teachers of young children integrate subject matter in a student-centered environment, this class will focus on methods of inquiry and sources of knowledge that can be used with young children.

Required Texts

Chalufour, I., & Worth, K. (2003). *Discovering nature with young children*. Boston: Redleaf Press

Helm, J. and Katz, L. (2010). *Young Investigators: The Project Approach in the Early Years*. New York: Teachers College Press

Helm, J., Beneke, S., & Steinheimer, K. (2007). *Windows on learning: Documenting young children's work*. New York: Teachers College Press.

Other readings will be posted on the Course Site for this course

Attendance and Participation Policy

In person classes – As we will only be meeting in person 7 times during the course you must attend every class. If you miss a class during the semester without a bona fide medical reason (including a doctor's note) your grade for the course will automatically be reduced as follows: 1 class - ½ grade, 2 classes - 1 full grade, 3 classes - failing grade.

Online classes – Participation online is mandatory for this course. You should expect to spend an average of 3 hours participating in class related activities on the days that are designated online days. This participation may include visiting a school, watching a video, participating in an online discussion or chat, working with a small group to discuss a problem of practice, or exploring community resources. Almost all of the work will be asynchronous (meaning you do not need to be logged in at a particular time) but occasionally you will be expected to log on at a particular time and participate in a synchronous chat or discussion. These times will be set ahead of time so that you can schedule accordingly.

Course Requirements

1) Class participation (25%)

Class participation is crucial to your understanding and application of course content. In this course your class participation includes both in person and online participation. You are expected to come to class prepared to discuss assigned readings and to participate in class activities. I will take note of participation in every class whether online or in person.

2) Observation Guidelines Sheet (25%) Must be uploaded to the dropbox by class on Sunday June 8th.

3) A Project with Young Children (50%)

This project is to be undertaken in a group or individually (but the same level of work will be expected for either choice). If you choose a group you will be expected to show evidence of each member's contribution. Time will be given in class to allow you to work on your projects.

A project is an in-depth study of a topic, usually of the children's choosing, that allows them to explore knowledge from a variety of perspectives. You are to develop a project (page length to be determined by you and your group) for implementation with a group of young children. Your written description of this project must include the following pieces:

1. You will be provided with a detailed description of the context in which your classroom is set, as well as of the classroom itself. You should be sure that your project explicitly addresses the context of your class in terms of: type of school, type of community, the students' age, race, class, gender, ability, special needs, pertinent information about the classroom environment, information about the teachers in the class, and materials in the classroom. You will highlight the ways that your project addresses this specific context.
2. Overview of how you came to the topic – this section should be a rich description of how you decided on this topic, what criteria you used to select it (use readings to assist you), and what opportunities it presents to students (considering the specific students in your imaginary class).
3. You should describe in detail the types of knowledge that your topic will address. You can think about these in terms of subject areas, content areas, or areas of development (or any combination of these). The important thing is to be clear about how this topic will address these areas. Following the narrative overview of the knowledge that your project will address, you need to clearly identify the goals and objectives for the project. What do you expect students to learn and how are these linked to the knowledge outline? Here, you may include information about how the learning will extend beyond the classroom.
4. You will prepare an outline and description of how this project will unfold over time. This part should include some sort of calendar of topics and lessons, a daily/weekly schedule so we can understand how this fits into the school day, as well as narrative about how it will unfold and develop over X weeks. Include here how families will be involved in the project and how you will link this to building relationships with families. This should include a sample letter written to parents, explaining the project and how they may be involved.
5. You will develop a plan for at least 3 learning centers. These should clearly further the students' inquiry on the project topic, not simply a cute thing kids do that is tangentially related to a "theme." Follow the outline for planning a center as described in the Krogh & Slentz piece, "Planning and Creating the Curriculum", found on the Sakai site. Use your other readings to assist you in developing meaningful centers that are integral to the project and developmentally appropriate.
6. Create a classroom diagram and clearly outline how the day will flow and how the centers will operate in the room. Be clear about where key materials will be and how students will move.
7. Finally, you need to provide a detailed description of how you will assess students' learning in this project. Each lesson and learning center will have an assessment piece,

but you must also include a broad overview of assessment and how it will operate throughout the project, as well as a description of how you will do a summative assessment at the end of the project. This section will include narrative and perhaps rubrics or other assessment documents.

8. The final page of your project should be a detailed description of how each group member contributed to the writing of the unit as well as to the in-class presentation. It is expected that each group member will contribute to the project in an equitable way. If it is clear that certain sections/ tasks completed by one member are far superior or inferior to the contributions of other members, this person may receive a different grade than the rest of the group.

On the last day of class, you are to present a summary of this project to your colleagues. This summary can take many forms including an oral presentation, a poster, a demonstration, a film, a picture book, a performance, or electronic media (overhead projector, power point presentation, a web page). Try and use this presentation as a teaching opportunity. The presentation must include all group members.

Your project will be graded based on clarity, organization, depth, relevance, integration of/reflection of course materials and concepts, and professional style. Point values will be as follows:

In-class Presentation	10 points (Group Grade)
Topic Choice	10 points (Group Grade)
Knowledge, goals, and objectives	20 points (Group Grade)
Project plan	25 points (Group Grade)
Assessment	10 points (Group Grade)
Center Plans	25 points (Individual Grade)
Total	100 points

Evaluation of Written Work

These qualities will be valued in your work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment.
- Clarity and organization of writing.
- Conciseness – try to write in a non-repetitious way.
- Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.

- Relevance – Connections between your work and the content and organization of 300:412 should be clear.
- Attention to professional style – Papers should be typed or word-processed and follow APA format. You can find a good summary of how to use APA format at the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>
- On lateness – If you need an extension of time on an assignment please contact one of us before the date when the paper is due.

Letter Grade Equivalents

93-100	A
88-92	B+
83-87	B
78-82	C+
73-77	C
68-72	D+
60-67	D
Below 60	F

Academic Integrity Policy

The Academic Policies and Procedures of the Rutgers University Graduate School of Education will apply to this course. For reference, please review the applicable sections in the Graduate School of Education catalog that you can view online at:

http://catalogs.rutgers.edu/generated/gse_current/pg32.html

Likewise, this course operates under the policies and procedures set forth as the University Academic Integrity Policy. Be sure you understand the Academic Integrity Policy. Understand your rights and responsibilities. Review the policy and learn more about academic integrity at <http://academicintegrity.rutgers.edu>.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Outline

Unit 1

- 5/27 Introduction to class
How do young children learn?
The relations between inquiry and integration
Methods for Integration: Themes and Units and Projects
Curricula that encourage inquiry - Reggio Emilia, Project Approach
(Standards 1.1, 1.2, 4-all) NJCCCS
(Standards 1-all, 4-all) NAEYC
- 5/28 Integration and inquiry
How interdisciplinary studies enable children to inquire deeply into ideas.
The importance of documentation
Read: Helm & Katz, *Young Investigators*, Chapters 1-3
Helm, Beneke, & Steinheimer, *Windows on Learning*, Introduction & Chapter 1
Hurless & Gittings (2008). Weaving the tapestry: A first grade teacher integrates teaching & learning.
- 5/29 Play, learning and inquiry
What is “active learning?” What does “hands on” mean?
Play as the starting point of inquiry
The importance of documentation: Play as a means of documenting student learning
Read: Helm & Katz, *Young Investigators*, Chapters 4 & 5
Helm, Beneke, & Steinheimer, *Windows on Learning*, Chapters 2 & 3
Cody, “Creative play and scientific inquiry”, parts 1 and 2.
Available at:
<http://www.edutopia.org/creative-play-learning-part-one>
<http://www.edutopia.org/creative-play-learning-part-two>
Drew, Christie, Johnson, Meckley & Nell (2008). Constructive play: A value added strategy for meeting early learning standards.

Unit 2: Creating Environments for Inquiry and Integration
NJCCCS (Standards 1.1, 1.2, 1.3, 4.2, 4.3, 4.4, 4.8, 4.9, 4.10, 4.12) NAEYC
(Standards 1a, 4b, 4c, 4d)

6/2-6/5
Online

ONLINE
Center based learning

What is a learning center?
Different kinds of learning centers?
Centers that integrate subject matter and skills
Setting up learning centers: Considerations
Read: Helm & Katz, *Young Investigators*, Chapter 6
Isenberg & Jalongo (2001). *Creative Expression*, Chapter 6, Planning & Managing Creative Learning Environments.

Materials as Integrators and Stimulators of Inquiry

What kinds of materials support the learning of science and social studies?
Blocks and dramatic play
Helping children represent their thinking through the use of materials.
Using materials to stimulate ongoing investigation of a topic.
Clay, paint, the arts and sensory materials - water, sand
Read: Chalafour & Worth (2004) pg 1 - 21
Isenberg & Jalongo (2001) *Creative Expression* Play materials for creative expression and play

Children's Literature as a Source of Information and Inspiration

Integrating literacy instruction into all aspects of the curriculum

Fiction and Non-Fiction, Popular culture
Readers Theatre
Reading:
Marsh, J. (2000). Teletubby tales: Popular culture in the early years language and literacy curriculum
Moran (2009) Nurturing emergent readers through readers theater.
Extra resource: Sacks et al (2009). Using children's literature to teach standards based science concepts in the early years.

Unit 3: Outside Resources for Inquiry and Integration

NJCCCS (Standards 1.1, 1.2, 1.5, 1.6, 4.5, 4.6, 4.10, 9.7, 9.9) NAEYC (Standards 1a, 1b, 1c, 4a, 4d)

6/9

Excursions: Using outside source knowledge: Experts

Interviewing to find answers and develop new questions
What kind skills do children need to interview? How can interviews be incorporated into the weekly curriculum? How can interviews be used to further investigations into subject matter?
Read: D'Addesio et al. (2005). Learning about the world around us.

6/10

The Internet/Technology

Developing a repertoire of technology resources
Scaffolding children's use of computers and technology
Using technology with emergent and beginning readers and writers
Challenges to planning

Read: Helm & Katz, *Young Investigators*, Chapter 8
Wang et al. (2009). Applying technology to inquiry based learning in early childhood education

6/11-6/12
Online

ONLINE Excursions Continued
Making trips an ordinary part of the day
Preparation and Post-Trip Activities
Structuring Children's Experiences
Including Families

Read: Melber (2008) Chapter 1 Where to begin: Planning for field trips
Chapter 4 More than names and dates
Chapter 10 When you have to stay on campus

Unit 4: Assessment and Documentation

6/16
Online

ONLINE
Authentic Assessment
The arts and documentation
Using the arts to teach and assess knowledge
(Standards 1.1, 1.2, 4-all) NJCCCS
(Standards 3b, 4c) NAEYC
Reading:
Helm, Beneke, & Steinheimer (2007) Chapter 7

6/17

Authentic Assessment that guides instruction
Portfolios, Observation,
Integrating more traditional assessments into the projects.
Helm, Beneke & Steinheimer (2007) Chapter 5, 6, & 11

6/18

Wrap-up and Presentations
(Standards 1.1, 1.2, 4-all, 9-all) NJCCCS
(Standards 1-all, 4-all) NAEYC