

**Rutgers, The State University of New Jersey**

**Integrated Curriculum for Young Children**

**15:251:574**

**Summer 2016**

**May 31 - June 24**

**M – Th, 10:50 a.m. - 1:45 p.m.**

**GSE Room 25B**

\*Required preschool class observations 8:15 - 10:30 a.m. each Friday\*

Instructor: <i>Kaitlin Northey</i>	Email: <i>Kaitlin.Northey@gse.rutgers.edu</i>
Phone Number: <i>413-530-2205</i>	Location of class: GSE, 25B
Office Hours: <i>By appointment (as I don't have an assigned office space) set up via text or email.</i>	
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input 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: <i>Ken Tufo, <a href="mailto:ken.tufo@gse.rutgers.edu">ken.tufo@gse.rutgers.edu</a>, 848-932-0743</i>

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 documentations: <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 Description**

**Learning Goals:**

**NJCCCS**

**Standards: 1 (all); 3b; 4 (all); 9.7; 9.9**

**NAEYC**

**Standards: 1.1; 1.2; 1a, 1b, 1c, 4a, 4d; 4-all, 9-all**

**Course Catalog 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**

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

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

**Web site:** Registered students will have access to our Sakai site through their Rutgers Sakai portal at: [Sakai.rutgers.edu](http://Sakai.rutgers.edu). If you cannot access the site, please bring this to Kait's attention as soon as possible.

### **Grading Policies and Expectations**

**\*\*Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Sakai for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Sakai email.\*\*

#### **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 300:304 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 Kait at least 24 hours before the due date.

**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:**

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies. In addition, all students must follow the RU Code of Student Conduct which can be accessed at: <http://www.rci.rutgers.edu/~polcomp/judaff/docs/UCSC.pdf> and a multimedia presentation on plagiarism can be found at: <http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>.

Related regulations may also be found in the Rutgers Graduate School of Education Catalog

**Attendance Policy:**

If you must miss a class please let Kait know as soon as possible (via text or email) and be sure to talk to a fellow student who can help you catch up on what was discussed in your absence. If you miss a class you are still responsible for the work done and due during that class.

If you miss more than one 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: 2 classes - ½ grade, 3 classes - 1 full grade, 4 classes - failing grade.

**Participation Policy:**

Class participation is crucial to your understanding and application of course content. Therefore class participation will be measured in a number of ways.

- 1) You are expected to come to class prepared to discuss assigned readings and to participate in class activities.
- 2) You are expected to participate in the required observations, use these as an opportunity to apply course content, and come to class prepared to reflect on your observations, assignments, and experiences.
- 3) You are expected to be respectful of your peers' comments and actively engage in discussions both in-class and online.

I will take note of participation in every class. Please note that students using technology in inappropriate ways will lose points for participation.

## Course Requirements

- 1) Class participation (15%)  
Class participation will be measured based on your satisfaction of the criteria listed above.
  
- 2) Observation Assignments (20%)  
Each student will attend their **2** assigned observation times and complete two observation assignments. These assignments provide you an opportunity to engage in focused observation and reflection with the aim of improving your understanding of preschool settings, preK curriculum, and the teaching of young children. Additionally, you will be interviewing at least one child to gain insight into each child's funds of knowledge and learn more about their interests and experiences.
  
- 3) Tuesday and Thursday Documentation (30%) Reflection is an integral part of learning that will help you discover the complex processes underlying your own learning and help you prepare to facilitate the learning of others. *Your weekly entries you will share your thoughts about the readings and how they influence your reflections on your class experiences.* This is a space where you can raise questions, concerns, or problems that you encounter in addition to sharing your discoveries and reactions. These will be one page in a word document or pdf format and will be submitted to Sakai each Tuesday and Thursday at midnight. In the Header or Footer of the document you must list the date.
  - a. Journals must be written for the following classes:
    - 6/2/16
    - 6/7/16
    - 6/9/16
    - 6/14/16
    - 6/16/16
    - 6/21/16

4) Documentation Binder (10%)

You are responsible for creating and handing in a documentation binder where copies of all assignments will be kept. You will bring this binder to class every day and when it is submitted on 6/22 it will include:

- Standards for the grade you selected
- Tuesday and Thursday documentations
- Observation Assignments
- Completed planning forms from class
- Final project documentation: planning documents, final write up, and a printed copy of your presentation

5) Project Designed for Young Children (20%)

*Directions for this project to be handed out in class at the beginning of week 3.*

**Summary of Assignments:**

Class Participation	15 points
Observation Assignment 1	10 points
Observation Assignment 2	10 points
Tuesday and Thursday Documentations (6)	30 points
Documentation Binder	10 points
Final Project	20 points
In-Class Presentation	5 points
<b>Total</b>	<b>100 points</b>

**Course Outline**

Week	Topics to be Covered	Readings & Assignments Due
1: 5/31/16	<p><b>Introductions and overview of course expectations and assignments</b></p> <ul style="list-style-type: none"> <li>• What do we mean by “integrated curriculum for young children?”</li> <li>• How do young children learn?</li> <li>• Methods of integration</li> <li>• Curricula that encourage inquiry</li> <li>• Documentation vs. Display</li> </ul>	
2: 6/1/16	<p><b>Documenting Learning</b></p> <ul style="list-style-type: none"> <li>• Documentation vs. Display</li> <li>• Relationship between inquiry and integration</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://ecrp.uiuc.edu/v13n2/wien.html">http://ecrp.uiuc.edu/v13n2/wien.html</a></li> </ul> <p><b>Assignment:</b></p> <p>*You will begin to document your own learning during this class *</p> <ul style="list-style-type: none"> <li>• Observation Assignment 1 is handed</li> </ul>

		<p>out</p> <ul style="list-style-type: none"> <li>Print out all NJ learning standards for the grade level you chose (ELA, Math, Science, Social Studies, Art/Music/Performing Arts/Dance, Physical education/Health) and put them in your binder. This must be done by 6/6/16.</li> </ul>
3: 6/2/16	<p><b>-KAIT IN BALTIMORE-</b></p> <p><b>Read Implementation Guidelines</b></p> <ul style="list-style-type: none"> <li>Use this as part of your documentation</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.state.nj.us/education/ece/rttt/ImplementationGuidelines1-3.pdf">http://www.state.nj.us/education/ece/rttt/ImplementationGuidelines1-3.pdf</a></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Read the Guidelines (Doing a mix of skimming and reading deeply when you encounter an area you need more information on). In the Teaching/Instructional Strategies section you <b>must</b> read the vignette and project for the grade level you chose to focus on.</li> <li>Documentation journal 1 due to Sakai by midnight via the Drop Box tool. Put a printed copy in your binder.</li> </ul>
<p><b>First Observation Schedule: 8:15 – 10:30 at Irving School, Highland Park</b></p> <ul style="list-style-type: none"> <li><b>June 6<sup>th</sup>:</b> Parisa &amp; Kimberly</li> <li><b>June 7<sup>th</sup>:</b> Gabrielle</li> <li><b>June 8<sup>th</sup>:</b> Anna &amp; Jasmin</li> <li><b>June 9<sup>th</sup>:</b> Irene &amp; Kelly</li> </ul>		
4: 6/6/16	<p><b>Introduction to Project Based Learning</b></p> <ul style="list-style-type: none"> <li>Documenting: We start the journey!</li> <li>How interdisciplinary studies enable children to inquire deeply into ideas</li> <li>Review and explore the first two phases of PBL</li> <li>Prepare for first observation and assignment</li> <li>What does “authentic” mean?</li> <li>How can we do high-level inquiry with children who are not (or are barely) literate? (we tend to over-estimate children’s reading ability and underestimated their mental capability)</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Helm &amp; Katz: Chapters 1-3</li> </ul> <p><b>Assignment:</b></p>
5: 6/7/16	<p><b>Learning Environments &amp; PBL:</b></p> <ul style="list-style-type: none"> <li>Reflecting on observations and making connections to the reading</li> <li>Additional things to consider regarding positive learning environments</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Curtis &amp; Carter: <i>Designs for Living and Learning: Transforming Early Childhood Environments</i>, Chapters 1-3</li> </ul>

	<p>Become critical consumers using quality check list to review a few projects</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Documentation journal 2 due to Sakai by midnight via the Drop Box tool. Put a printed copy in your binder</li> </ul>
6: 6/8/16	<p><b>Play, Learning &amp; Inquiry</b></p> <ul style="list-style-type: none"> <li>• What is “active” and “hands-on learning”?</li> <li>• Using play as a launching point for curriculum and documentation</li> <li>• Trying out observational assessment (Work Sampling)</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Helm &amp; Katz: Chapter 4</li> <li>• <i>Funds of Knowledge</i> reading</li> </ul> <p><b>Assignment:</b></p>
7: 6/9/16	<p><b>Bringing the Outside Into the Classroom (and getting out!)</b></p> <ul style="list-style-type: none"> <li>• Identifying community resources</li> <li>• Parent involvement: Why does it matter?</li> <li>• Formative and summative assessment</li> </ul>	<p><b>Reading:</b></p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Observation Assignment 2 handed out</li> <li>• Documentation journal 3 due to Sakai by midnight via the Drop Box tool. Put a printed copy in your binder.</li> <li>• Observation assignment one is due.</li> </ul>
<p><b>6/10/16</b>  <b>Second Observation: All students attend Full Day at Irving School, Highland Park, NJ</b></p>		
8: 6/13/16	<p><b>Center-Based Learning</b></p> <ul style="list-style-type: none"> <li>• What is a learning center?</li> <li>• Integrating centers</li> <li>• Designing learning centers</li> <li>• Make an inventory of what you consider the “materials of young children”</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Curtis &amp; Carter: Materials Chapter (Skim)</li> <li>• Helm &amp; Katz: Chapter 5 &amp; 6</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Observation Assignment 2 is due</li> </ul>
9: 6/14/16	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• How can materials help us integrate subject areas and stimulate long-term inquiry?</li> <li>• What kind of materials support learning? How do children use them to express their thinking?</li> <li>• Being able to explain what materials you will use and why</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Documentation journal 4 due to Sakai by midnight via the Drop Box tool. Put a printed copy in your binder</li> <li>• Observation Assignment 2 is due</li> </ul>
10: 6/15/16	<p><b>Begin Phase I of Final Project</b></p> <ul style="list-style-type: none"> <li>• Choosing a topic</li> <li>• Anticipatory webbing</li> <li>• Identify community resources and experts</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Helm &amp; Katz: Chapter 8</li> <li>• Listen to Podcast that Kait will email out or post on Sakai</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

<p>11: 6/16/16</p>	<p><b>Using Experts</b></p> <ul style="list-style-type: none"> <li>• Interviewing to find answers and develop new questions</li> <li>• What kinds of skills are required for children to interview an expert?</li> <li>• How can interviews be used to delve more deeply into area of study?</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Documentation journal 5 due to Sakai by midnight via the Drop Box tool. Put a printed copy in your binder</li> </ul>
<p>12: 6/20/16</p>	<p><b>Using Excursions</b></p> <ul style="list-style-type: none"> <li>• Using outside knowledge sources: what makes a good excursion? What can be done virtually? How do you decide?</li> <li>• Excursions should motivate learning and change the way we see the topic of interest while engaging in the real world.</li> <li>• How can you use excursions in your final project?</li> <li>• Preparation and Post-Trip activities Structuring those experiences and including family</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p>13: 6/21/16</p>	<p><b>Planning Phase II of your Project</b></p> <ul style="list-style-type: none"> <li>• Sequencing! Sequencing! Sequencing!</li> </ul>	<p><b>Reading:</b></p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Documentation journal 6 due to Sakai by midnight via the Drop Box tool. Put a printed copy in your binder</li> </ul>
<p>14: 6/22/16</p>	<p><b>Assessment &amp; Documentation</b></p> <ul style="list-style-type: none"> <li>• Authentic formative assessment that can guide instruction</li> <li>• Authentic summative assessment</li> <li>• Making connections between standards, objectives, and assessment</li> <li>• How can you include families?</li> <li>• Observation, documentation, and portfolios as assessment</li> <li>• Using art to teach and assess knowledge</li> </ul>	<p><b>Reading:</b></p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Binder due for examination</li> </ul>
<p>15: 6/23/16</p>	<p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Final project presentations</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Final project presentation due in class (no extensions)</li> <li>• (Binders are returned to students)</li> </ul>