FAYETTENILLE STATE UNIVERSITY  
School of Education  
Department of Elementary Education

I. LOCATOR INFORMATION

Instructor: Dr. Beverlyn Cain  
BU 347  
910-672-1537

Course Number and Name: Educ. 314 Preschool/Kindergarten Curriculum Development and Field Study

Credit Hours: 4  
Spring Semester: 2015  
Course Location & Meeting Time: Thursday 5-7:50 pm BU 359

II. FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf
III. COURSE DESCRIPTION

This course is required for teaching Birth-Kindergarten majors. The course focus is inquiry-based learning through curriculum development. The background information regarding inquiry-based learning, current and historical are discussed. Other concepts introduced are the physical environment and classroom management, teaching typical and atypical children, assessment, culturally sensitive curriculum development and ways to foster inquiry learning through curriculum integration. Students develop learn how to develop an integrated inquiry based unit plan for preschool and kindergarten children. Students complete 60 hours of Field Study observations.

IV. Title IX – Sexual Misconduct

Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff
Deputy Title IX Coordinator for Students
Spaulding Building, Room 155
(910) 672-1222
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.
Students are also encouraged to report incidents of sexual misconduct to the University's Police and Public Safety Department at (910) 672-1911.

V. Disabled Student Services:
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.


VII. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK
The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the Birth-Kindergarten program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

VIII. STUDENT OUTCOMES
At the end of this course, facilitators of learning as aligned with the all seven aspects of the Conceptual Frame, will be able to: BK teacher candidates provide an integrated curriculum derived from Foundations for Early Learning, and the North Carolina Standard Course of Study (Kindergarten Common Core Standard Course of Study) which includes the following areas:

   BK standards   Standard 1: BK teacher candidates have a comprehensive knowledge of typical as well as atypical patterns of child development.
Standard 2: BK teacher candidates foster relationships with families that support children’s development and learning.

Standard 5: B-K teacher candidates create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child’s construction of knowledge and provides a strong foundation for lifelong learning.

Emotional/Social Development: To support the emotional/social growth and development of children, BK teacher candidates

- promote children’s awareness of personal uniqueness, including cultural and racial identity.
- provide opportunities for the development of self-confidence and social skills, and promote positive interpersonal interaction between children and adults as well as among children.
- foster children’s increasing competence in regulating, recognizing, and expressing emotions, verbally and non-verbally.
- support children’s ability to form and maintain relationships.

Physical Development, Health, Nutrition and Safety: BK teacher candidates embed opportunities for large and small motor development and promote health, nutrition, and safety within daily outdoor and indoor activities. They

- teach and model hygienic practices
- encourage development and opportunities to practice personal care and self-help skills
- have knowledge of creating a safe environment that supports self care and hygiene
- develop classroom safety rules and model safe practices
- create an environment and schedule that provides materials and daily opportunities for a variety of gross and fine motor activities
- model and discuss healthy eating habits and frequent exercise

Cognitive Development (including Emergent Language and Literacy, Mathematics, Science, Social Studies, and the Arts)

Emergent Language and Literacy: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s

- development of receptive and expressive oral language
- literacy acquisition including print concepts, alphabetic principles, and phonemic awareness
- emergent written expression

Emergent Mathematics: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s construction of

- basic concepts of number and operations.
- spatial sense and understanding of measurement and geometry.
• understanding of patterns, relationships, and functions.
• basic principles of data analysis, including probability, experimentation and observation to make predictions.
• multiple strategies of mathematical processing
• representation of mathematical concepts

Emergent Science: BK teacher candidates understand the developmental sequence and use a wide range of child directed exploration and experimentation to facilitate development of
• perceptual functioning and motor skills in order to maintain safety during learning, play, and daily routines, including appropriate use of equipment and tools
• thinking skills relevant to observing, describing, questioning, sequencing, predicting, comparing, and contrasting
• understanding of the nature of science, the process of scientific inquiry, and the relationship between science and daily life.
• fundamental understanding of the physical world, of living organisms, and of the immediately perceptible earth environment

Emergent Social Studies: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children's understanding of
• culture and cultural diversity
• time, continuity, and change (e.g., sequence of daily events, changes in body and environment)
• technology and economic development (e.g., wants and needs)
• individuals, groups and institutions—their development and identities (e.g., awareness and appreciation of similarities and differences among individuals, families, etc.)
• civic ideals and practices—power, authority and governance (e.g., fairness and social justice)

Emergent Creative Arts: BK teacher candidates understand the developmental sequence and use a wide range of learning experiences to facilitate children’s
• creative expression through the visual arts, dance and creative movement, music, and drama
• representation of ideas
• familiarity with and appreciation of a variety of art forms and artists
• integration of arts to support learning in all content areas (including cultural diversity)
• apply creativity to problem solving, risk-taking, and critical thinking

Elementary Education Learning Outcomes (BK) 1-8 (Lesson and unit plan development, field work, power points, 50 observation hours, final integrated unit of study)
NC Common Core Standards
IX. Class Attendance

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class (es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments. I-2 excused absences. More than two excused absences warrants final grade lowered by one grade

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

Please note that the WN grade is no longer in effect. Students must not expect faculty to withdraw them from classes.

Student Behavior Expectations

The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:
1. Students are expected to arrive to class on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.
2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
3. Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment.
4. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and pagers.
5. Students are not permitted to use profanity in the classroom.
6. Students will not pass notes or carry on private conversations while class is being conducted.

Consequences for Failing to Meet Behavioral Expectations: The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty
members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines; the instructor may deduct as many as twenty points from the student’s next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

X. Course Expectations and Grading

1. **Research based Paper** that examines inquiry based learning in comparison with traditional learning. APA format. Legitimate databases (ERIC, Academic Elite are required) Legitimate websites (org, edu, and gov are required)(3-5 pages)
   - Powerpoint presentation of paper. (50 points)

2. **Inquiry- Based Integrated Lesson Plans.** Develop and present integrated lesson plans (300)

3. **Online Field book**
   - 60 Observation hours are required. (50 points). Thirty hours in preschool settings. Thirty hours in Kindergarten classroom during regular school hours.
   - Log Sheets and Disposition Forms for all Observation hours are required to be signed by the teacher. One observation sheet per observation. **Disposition forms require teacher signature on the seal of the sealed envelope. Log sheets require a specific description of what was observed or participated in during the observation visit. Each visit is required to be properly dated.**
   - Submit completed forms to Instructor’s office box or mail.
   - Complete (eight “To Do” activities located at the end of each chapter in the textbook). The activities are the field work portion of the course. Include as portion of fieldbook
   - Four inquiry based integrated lesson plans (from lesson plan assignments) are required to be presented to children (2 preschool and 2 kindergarten six point format). Assessment of learning outcomes of each lesson is required to be included at the end of each lesson

4. **Final Integrated Unit of Study Project---Individual (200)**
   - Project Theme Inquiry Based-Integrated Curriculum Web Theory Base
   - Each inquiry based integrated lesson is required to be aligned with developmentally appropriate practices for preschool, based on BK standards and NC Foundations for Early Learning.
   - Kindergarten lessons are required to be based on NC Common Core Standards for Kindergarten (math and language arts) and NC Essential standards for Kindergarten (science, social studies, art, music).
   - Adaptations for each lesson for children with special needs and or dual language learners
Culturally adapted lesson plans
21st Century Skills
Technology based lesson plans
Field trip incorporated into unit of study
Parent Handbook of Activities Based on unit theme

The Unit plan is required to be submitted into gradebook and Taskstream.
**************The Unit plan is required to earn a Proficient (3) evaluation in each area of the Taskstream rubric and a passing course grade in Gradebook in order to pass the course.

All Taskstream evidences from Educ 308,303,434,309 and 314 must be completed, submitted and evaluated at 3(Proficient) or 4 (Accomplished) before Student Teaching

Grading

650=A
500=B
400=C
300=D

Below 200=F

XI. Class Activity Schedule (Subject to Change)

Choose one “To Do” activity, located at the end of each chapter. Include in your fieldbook

Class Meetings (Dates Subject to Change)
January 15, 22, 29
February 5, 12, 19, 26
March 5, 19, 26
April ---Field work
<table>
<thead>
<tr>
<th>Modules 1-4 assignments to be submitted into Gradebook</th>
<th>Possible In Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1 (chapters 1-5)—Due February 3, 11PM</strong></td>
<td><strong>Module 1 (chapters 1-5)—Due February 3, 11PM</strong></td>
</tr>
<tr>
<td><strong>Chapter 1- An Introduction to Curriculum Integration and Inquiry Learning</strong></td>
<td><strong>Introductions and Course Overview</strong></td>
</tr>
<tr>
<td>Research Paper (3-5 pages). Choose a theory perspective from theorists presented in the text and discuss in your paper the relationship between the theorist and inquiry-based learning. APA style. Plagiarism warrants course failure. Submit Research paper Online into Blackboard Due January 27, 11Pm</td>
<td><strong>EESLPD/student teaching Candidate Dispositions</strong></td>
</tr>
<tr>
<td><strong>Chapter 2 The Child-Centered Learning Environment</strong></td>
<td><strong>What is Inquiry-based Learning and Curriculum Integration?</strong></td>
</tr>
<tr>
<td>Create a child-centered graphic classroom design. Describe your design. What areas are included? How is your design child centered? How is inquiry-based learning fostered? Describe the guidance aspect of your design. Submit classroom design online with written explanation</td>
<td><strong>Child Centered and Culturally Responsive Learning Environment. Classroom Management In class Diversity Checklist sheets</strong></td>
</tr>
<tr>
<td><strong>Chapter 3 Assessment and Standards</strong></td>
<td><strong>Assessing Young Children Video</strong></td>
</tr>
<tr>
<td>Research any one of NC. BK and Kindergarten standards Choose one from each area. Create an activity fostering each area Submit BK and Kindergarten standard with an appropriate learning concept and activity</td>
<td>NC Standard Course of Study and Common Core Standards Developmentally Appropriate Practice—DVD In Class Activity: Reviewing NC Foundations for Early Development and NC Kindergarten Common core Standards</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Chapter 4 Connecting Curricula through Themes and Units</strong> Develop a Curriculum Web. Describe the concepts. Which standards will be addressed? How will the web foster inquiry based learning. Submit Curriculum Web. Include discussion on the</td>
<td>Guidance and the Young Child Discussion Develop a Curriculum Web Discuss the “Why” for the curriculum web. Which concepts of your topic are portrayed? Class Activity: Develop Curriculum web in small groups</td>
</tr>
<tr>
<td><strong>Chapter 5 Inquiry Based Learning</strong> Complete activities on Pg 129--#1,2,4</td>
<td>Class Discussion on pg 129 #1,2,4</td>
</tr>
<tr>
<td><strong>Modules 2 and 3 (chapters 6-12) Due March 2, 11PM</strong> Unit Plan rough Draft due March 16, 11pm</td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 9-Social Studies</strong> Read the chapter. Choose an area from the social studies curriculum page 240 and 241) to develop a lesson plan for a preschooler and one for a kindergartener.</td>
<td>Class Discussion on Values and belief systems Story panel Stories in six dialects Story about AIDS.</td>
</tr>
</tbody>
</table>
**Chapter 6** Read the chapter. Using the Storybook curriculum (page 149) as a frame to choose a non-traditional story for development within the web structure. For example, choose stories that depict children from other cultures, adopted, homeless, special needs.

| Chapter 7 Mathematics  
Develop two inquiry based Language and Literacy and Math Integrated Lessons. Preschool and kindergarten | Class Presentation: Social Studies, Language and Literacy Integrated Lesson Plan (preschool, kindergarten) |
| --- | --- |
| **Chapter 8 Science**  
| **Chapter 10 Music, Dramatic Play and Drama**  
Develop Music and Drama, Language and Literacy Lesson Plan | Class presentation Choose an age appropriate children’s story. Play out the story using props and materials in class. Music and Drama, Language and Literacy Lesson Plan |
| **Chapter 11 Art**  
| **Chapter 12 Movement and Physical Education Health, Nutrition and Safety topics**  
Develop a Music, Drama, Movement and Physical Education Integrated Lesson Plan | Class Presentation Music, Drama, Movement and Physical Education Integrated Lesson Plan |
Module 4 Due April 17, 11PM

Final Project due date to be Announced

Chapter 13 The “Why” of Inquiry Learning and Curriculum Integration

How Children Think
How Adults Think
Tolerance
Social Justice (Choose a topic

Online Fieldbooks Due April 21, 11PM

Each student develops an inquiry based integrated unit plan for preschool/kindergarten students based on Inquiry Learning.

Class Presentations
May 5 Highlight Unit Plans
Highlight Field Activities from Fieldbooks?

Integrating Tolerance and Social Justice
How Children Think
How Adults Think
Tolerance
Social Justice (Choose a topic from above to include in your unit as a lesson plan)

References


