

Northern Marianas College

CURRICULUM ACTION REQUEST

Effective Semester / Session: Fall 2019

Type of Action:


- ☐ New
☒ Modification
☐ Move to Inactive (Stop Out)
☐ Cancellation

Course Alpha and Number: ED471-1

Course Title: Integrated Lessons and Activities

Reason for initiating, revising, or canceling:

This course guide is being revised to bring up to date the Course Number, Course Outline, the books' edition, Method of Evaluation, and the Student Learning Outcomes.


Rosaline Cepeda

5/20/2019

Proposer

Date


Roland Merar

5/21/19

Department Chair

Date


Adam Walsh

05.20.19

Language & Format Review Specialist

Date


Ajani Burrell

5.21.19

Academic Council Chair

Date


Charolette Cepeda

5/27/19

Dean of Learning & Support Services

Date

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1. Department

School of Education

2. Purpose

Researchers on learning styles and on how the brain works have found that most people learn best if presented with a variety of approaches to a subject: by applying what they learn in realistic situations, by working cooperatively with peers, and by making as many connections among subjects. The purpose of this course is to examine these issues and give pre-service teachers experience developing and implementing integrated, thematic-based lessons and activities, as well as differentiated instruction to meet the needs of diverse classroom populations. It is a required course for the Bachelor of Science in Education with an emphasis in Elementary Education, Early Childhood Education, and Special Education concentration.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

Imbeau, Marcia B. & Carol Ann Tomlinson. *Leading and Managing A Differentiated Classroom*. Virginia: ASCD, 2010.

Readability level: Grade 12

Roberts, J. L., & Inman, T. F. (2015). *Strategies for differentiating instruction: best practices for the classroom*. Waco, TX: Prufrock Press Inc.

Readability level: Grade 12

Recommended: N/A

B. Contact Hours

1. **Lecture:** 2 per week / 30 per semester
2. **Lab:** N/A
3. **Other:** 60 hours of practicum in a local elementary or junior high school.

C. Credits

1. **Number:** 4
2. **Type:** Regular degree credits

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D. Catalogue Course Description

This course provides a comprehensive examination of the rationale and methods for use of integrated curriculum content and differentiated instruction of content, process, and product to meet the needs of a diverse student population. It investigates the processes needed to select and organize units of study, gather appropriate resources and materials, write effective and efficient plans using worthwhile activities and projects, differentiate instruction based on need, implement a unit of study, plan and apply appropriate assessment methods.

This course is a required course for the Bachelor of Science in Education. It is to be taken in the last semester prior to ED 492. Prior to exiting the course, students will be required to take PRAXIS II, Elementary Education: Content Knowledge, Test 5014 or Elementary: Content Knowledge, Test 5018 for the Elementary Education concentration; Education of Young Children, Test 5024 for Early Childhood Education concentration and Special Ed: Core Knowledge, Test 5354 for Special Education concentration. Prerequisites: All general education requirements with a grade of "C" or better and senior status or permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered in Fall and Spring).

E. Degree or Certificate Requirements Met by Course

ED 471 is required for the Bachelor of Science in Education with the Concentrations in Elementary Education, Early Childhood Education, and Special Education.

F. Course Activities and Design

This course is designed to incorporate lectures, demonstrations, assigned projects, presentations, class assignments, and field experience. The field experience will include but not be limited to the following: a supervised sixty-hour practicum in teaching integrated units at a local elementary or junior high school, performance-based skills from the projects, assignments, field experience, and assessment tools appropriate to the assigned grade level. The mentor teacher in the local classroom, the NMC-SOE ED 471-01 course instructor, and/or other class members will evaluate the field experience during classroom critiques.

4. Course Prerequisite(s); Concurrent Course Enrollment

Prerequisites: All general education requirements with a grade of 'C' or better, acceptance into the School of Education and senior status or permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132.

Concurrent Course Enrollment: N/A

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Required English/Mathematics Proficiency Level(s)

English Placement Level: EN202

Mathematics Placement Level: MA132

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 4-credit course, practicum course fee, and instructional materials.

Cost to the College: Salary of instructor, mileage for NMC-SOE supervisors. Lead NMC-SOE supervisors will receive 0.5 credit per practicum student.

Instructional resources needed for this course include TV/VCR/DVD, Smart board, whiteboard markers, CRC materials, CD, and/or photocopied materials.

6. Method of Evaluation

Student grades will be determined based on:

- 1.0 Attendance and Participation;
- 2.0 Chapter Reflections, Articles, and/or Video Reviews;
- 3.0 Chapter Presentations: Teach-back;
- 4.0 Sixty-Hour Practicum Experience;
 - 4.1 Breakdown of hours: 5 for planning, 5 for classroom observations, and 50 for integrated instruction in a local classroom;
 - 4.2 Four formal observations: 2 by the lead supervisor and 2 by the mentor;
 - 4.3 Two self-observations and reflections;
- 5.0 Weekly Instructional Reflection;
- 6.0 Practicum Portfolio: Compilations of all lesson plans and resources from the practicum experience; and
- 7.0 Five hours of Professional Development

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7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Unpacking the key elements of differentiating instruction in the classroom
 - 2.0 Defining content, process, product, affect, readiness, interest, and learning profile
 - 3.0 Discuss the Understanding by Design (UbD) lesson plan format and the UbD checklist
 - 4.0 Integrate lessons of various content areas
 - 5.0 Apply various strategies for differentiating instruction
 - 6.0 Explore various classroom management methods
 - 7.0 Create assessment tools for integrated and differentiated lessons
 - 8.0 Create assessment tools for integrated and differentiated lessons
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8. Instructional Goals

The course will introduce students to:

- 1.0 The use and development of differentiated instructional strategies in diversely populated classrooms;
- 2.0 The rationale for the use of differentiated instructional strategies in diversely populated classrooms;
- 3.0 The role of the teacher and the learning environment created in differentiated classrooms;
- 4.0 Methods and strategies for designing and implementing differentiated instructional lessons and activities by readiness, interest, and learning profiles;
- 5.0 Methods and strategies for managing an integrated and differentiated classroom; and
- 6.0 Use of fair and equitable assessment practices in a differentiated classroom.

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9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Demonstrate an understanding of the advantages and disadvantages of using and developing integrated and differentiated instructional strategies;
- 2.0 Explain the rationale behind integrated and differentiated instructional strategies, methods, and techniques;
- 3.0 Describe and demonstrate the role of the teacher in implementing integrated and differentiated instructional strategies for a diverse classroom;
- 4.0 Examine the role of the learning environment in facilitation and implementation of integrated and differentiated instructional strategies in diverse classrooms;
- 5.0 Develop and teach integrated and differentiated lessons and activities by readiness, interest learning preferences, content, process, and product; and
- 6.0 Develop and apply an appropriate, fair, and equitable assessment system for differentiated classrooms.

10. Assessment Measures of Student Learning Outcomes

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Presentations;
- 2.0 Reflections;
- 3.0 Observations;
- 4.0 Unit Plan;
- 5.0 Application of Unit Plan;
- 6.0 PRAXIS II Score; and
- 7.0 Class and Practicum Portfolio

