

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Spring 2012

Type of Action:

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

Course Alpha and Number: ED 471

Course Title: Integrated Lessons and Activities

Reason for initiating, revising, or canceling:


This course guide is being revised to update the textbook edition, addition of PRAXIS II, and change in math placement level.


Amanda Diaz 4-4-12

Proposer Date


Roy Greenland 4-4-12

Acting Director, School of Education Date


Barbara Merfalen 4.10.12

Dean of Academic Programs and Services Date

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Course: ED 471 Integrated Lessons and Activities

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 to 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 population. It is a required course for the Bachelor of Science in Education with a concentration in Elementary Education.
3. **Description**
 - A. **Required/Recommended Textbook(s) and Related Materials**
Required:
Imbeau, Marcia B. and Carol Ann Tomlinson. *Leading and Managing A Differentiated Classroom*. Virginia: ASCD, 2010.
Readability level: Grade 12
 - B. **Contact Hours**
 1. **Lecture:** 2 hours per week / 30 hours per semester
 2. **Other:** 60 semester hours of practicum in a local elementary or junior high school.
 - C. **Credits**
 1. **Number:** 4
 2. **Type:** Regular degree credits
 - 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 population of students. It investigates the processes needed to select and organize units of study, to gather appropriate resources and materials, to write effective and efficient plans using worthwhile activities and projects, to differentiate instruction based on need, to implement a unit of study, and to plan and apply appropriate assessment methods. It is a required course for

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the Bachelor of Science in Education with a concentration in Elementary Education. This course is to be taken on the last semester prior to ED 492 or ED 493. Prior to exiting the course, students will be required to take Praxis II, Elementary Education: Content Knowledge, Test 0014. 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.

E. Degree or Certificate Requirements Met by Course

ED 471 is required for the Bachelor of Science in Education with a concentration in Elementary 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, and the field experience, and Assessment tools appropriate to the assigned grade level. The mentor teacher in the local classroom, the NMC-SOE ED 471 course instructor, and/or other class members will evaluate Field experience during classroom critiques.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisite(s): This course is to be taken the last semester prior to ED 492. 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

5. Estimated Cost of Course; Instructional Resources Needed

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

Cost to the College: Instructor's salary.

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

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6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's and SOE's grading and attendance policies will be followed.

7. Course Outline

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

- 1.0 Understanding Differentiation in Order to Lead: Aiming for Fidelity to a Model
- 2.0 Teaching What You Believe: A Philosophy to Guide Teachers Who Lead for Differentiation
- 3.0 The Invitation to be Part of a Vision: Talking with Students, Parents, and Other Educators about Differentiation
- 4.0 Learning Environment: Setting the Stage for Academic Success
- 5.0 Classroom Routines: Preparing for the Work Ahead
- 6.0 Routines in a Differentiated Classroom: Once the Work Begins
- 7.0 Yes, But Common Sticking Points about Differentiation

8. Instructional Goals

This 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;

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- 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 designing and implementing differentiated instructional lessons and activities by content, process, and product; and
- 6.0 Use of fair and equitable Assessment practices in a differentiated classroom.

9. Student Learning Outcomes

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

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

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10. **Assessment Measures**

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 Portfolio