

**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 370

**Course Title:** Integrated Planning and Programs

**Reason for initiating, revising, or canceling:**

The course guide has been updated to reflect changes and/or modifications to the textbook, course outline, instructional goals, assessment, and course objectives.

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Amanda Diaz

Proposer

4-4-12

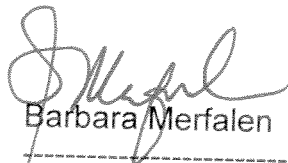
Date

  
Roy Greenland

Acting Director, School of Education

4-4-12

Date

  
Barbara Merfalen

Dean of Academic Programs and Services

4.10.12

Date

# Northern Marianas College

## Course Guide

**Course:** ED 370 Integrated Planning and Programs

**1. Department**

School of Education

**2. Purpose**

Researchers on learning styles and 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 have learned in realistic situations, by working cooperatively with peers, and by making connections among subjects. The purpose of this course is to examine these issues and to give teachers-in-training an understanding of the rationale and methods for developing integrated, thematic-based curricula and units. The course is the first of two courses that focus on integrating curriculum for elementary students. The knowledge gained in this course is utilized and further developed in all methods courses.

**3. Description**

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

Required:

Roberts, P.L. and R.D. Kellough. *A Guide for Developing Interdisciplinary Thematic Units*. 4th ed. New Jersey: Pearson Prentice Hall, 2008.

Readability level: Grade 12

**B. Contact Hours**

1. **Lecture:** 3 hours per week / 45 hours per semester
2. **Lab:**
3. **Other:**

**C. Credits**

1. **Number:** 3
2. **Type:** Regular degree credits

**D. Catalogue Course Description**

This course provides a comprehensive examination of the rationale and methods for curriculum planning including integrating elementary curricula content through the use of thematic approaches. It investigates the Interdisciplinary Thematic Unit (ITU) model and the concept of yearlong units. It also examines current research on brain-based learning and the importance of affective factors, choice, collaboration, and feedback.

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Prerequisites: Successful completion of all general education requirements with a grade of "C" or better, completion of Teacher Candidacy Requirements, and completion of ED 205, ED 211, ED 282, and ED 300. Or taken concurrently 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**

This is a required course for 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, and the negotiated development of an integrated thematic unit.

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

Prerequisite(s): Successful completion of ALL general education requirements with a grade of "C" or better, completion of Teacher Candidacy Requirements, and completion of ED 205, ED 211, ED 282 and ED 300. Or taken concurrently 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 3-credit course, cost of the textbook, and any applicable fees.

Cost to the College: Instructor's salary.

Instructional resources needed for this course include TV/VCR, whiteboard, CRC materials, photocopied materials and various other consumable materials as necessary.

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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 Introduction to Integrated Curriculum and Interdisciplinary Thematic Units
  - 1.1 Role of integrated curriculum
  - 1.2 Purposes, advantages, and limitations
  - 1.3 Role of a spectrum of design
  - 1.4 Role of the teacher
  - 1.5 Role of the students and learning styles
  - 1.6 Role of foundational bases
  - 1.7 Role of school and technology
  - 1.8 Role of community
  - 1.9 Role of an Interdisciplinary Thematic Unit (ITU)
- 2.0 Initiating an Interdisciplinary Thematic Unit
  - 2.1 No Child Left Behind Act
  - 2.2 Curriculum standards effect
  - 2.3 Selecting a theme
  - 2.4 Focusing on name, scope, and sequence
  - 2.5 Focusing on content areas
  - 2.6 Focusing on questions and experiences
- 3.0 Developing Objectives
  - 3.1 Clarifying goals and objectives
  - 3.2 Clarifying goals as indicators and standard-based education
  - 3.3 Clarifying performance outcomes
  - 3.4 Assessment
  - 3.5 Clarifying views: Constructivism and behaviorism
  - 3.6 Preparing educational objectives

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- 3.7 Clarifying learning domains
- 3.8 Using the taxonomies for writing objectives
- 3.9 Connecting domains and learning
- 3.10 Refining goals and objectives
  
- 4.0 Assessing Student Learning
  - 4.1 Reviewing purposes of assessment
  - 4.2 Reviewing principles of assessment
  - 4.3 Clarifying terms in assessment
  - 4.4 Assessing student achievement
  - 4.5 Assessing for cognitive domain
  - 4.6 Assessing for affective and psychomotor domains
  - 4.7 Assessing student involvement
  - 4.8 Maintaining student records
  - 4.9 Grading and marking student achievement
  - 4.10 Testing for achievement
  - 4.11 Preparing assessment items
  - 4.12 Testing performance
  - 4.13 Using other types of assessment
  - 4.14 Assessing your ITU by field testing
  
- 5.0 Completing Your ITU: Finalizing Activities, Lessons, and Units
  - 5.1 Planning activities: Initiating, ongoing, and culminating
  - 5.2 Planning lessons
  - 5.3 Preparing elements of a lesson plan
  - 5.4 Applying your skill
  - 5.5 Finalizing units: Changes, migration, and civilizations
  - 5.6 Sample ITU
  
- 8. Instructional Goals**

This course will introduce students to:

  - 1.0 The concept of an Interdisciplinary Thematic Unit;
  - 2.0 Initiating an Interdisciplinary Thematic Unit;
  - 3.0 Developing aims, goals, and student learning outcomes;
  - 4.0 Assessing and evaluating student learning; and
  - 5.0 Developing a comprehensive Interdisciplinary Thematic Unit.

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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 an interdisciplinary thematic unit;
- 2.0 Demonstrate the ability to initiate the Interdisciplinary Thematic Unit (ITU) model using Gardner's Multiple Intelligences model and Bloom's Taxonomy;
- 3.0 Demonstrate an understanding of and be able to write appropriate and effective aims, goals, and student learning outcomes;
- 4.0 Demonstrate the ability to create assessment components, such as diagnostic, formative, and summative assessment, which will document the skills and knowledge that students will gain from lessons; and
- 5.0 Demonstrate the ability to develop a comprehensive interdisciplinary thematic unit, including lessons and activities using Gardner's Multiple Intelligences model and Bloom's Taxonomy.

## 10. **Assessment Measures**

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

- 1.0 A four (4) week unit plan;
- 2.0 In-class collaborative projects;
- 3.0 Quizzes;
- 4.0 Final exam; and
- 5.0 Self-assessment.