



COLLEGE of EDUCATION

Dept: Early Childhood, Elementary & Special Education

EDEL 632 Elementary School Curriculum *

Section 301

Internet Course

Spring 2011

3 Credit Hours

Instructor: **Dr. Timothy E. Miller**

Office Hours: T-Th 12:20 – 2:20

Wednesday 10:20 – 12:20

And by appointment

Access information: GH A401c

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(Be sure to put EDEL 632 on subject line of every email pertaining to this class - nothing else.)

Course Description: *Implications of the wider goals of elementary education; the relation of each area of learning to the total program of research studies, and promising classroom experiences. Extension: All aspects of curriculum making, with regard to the Kentucky Education Reform Act (KERA), will be explored.*

Required Field Experience Hours: none

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.

- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

NCATE/ EPSB Accreditation Alignment of CFO’s and SLO’s: No field experiences. The majority of these students are in-service teachers who are engaged in the teaching process in an on-going basis. Students are assigned a research paper on an area of elementary school curriculum that they are not familiar with. The goal of this assignment is to have them explore areas other than those in which they are teaching.

Student Learning Outcomes (SLO’s): By the end of this course, the candidate will be able to:

1. **Articulate** the organizational plans for elementary schools with regard to KERA, cultural diversity, with and the goals of primary school education.
2. **Identify**, and be able to **discuss** the purpose and the functions of school-based councils, cultural diversity and curriculum making groups within Elementary Education.
3. **Evaluate and integrate**, in discussion and in writing, the role of curriculum improvement process within school.
4. **Ascertain** the approaches to teaching in various subject areas, and relate those approaches to the scope and sequence of the subject being taught, and their pedagogical and cultural implications
5. **Demonstrate** professional leadership through participating in group discussions, and small group projects while working online.
6. **Articulate** the interplay between teachers, schools and the elementary school curriculum.
7. **Identify and classify** the various types of curriculum delivery systems available, and be able to describe the positive and negative of each.
8. **Articulate** upon the delivery of instruction with regards to – strategies for assessing, evaluating and communicating learning progress.
9. **Identify and classify** special services available to the elementary school.
10. **Identify and explain** the roll of the various professional subject matter groups like the International Reading Association; the National Council for the Teachers of English, the National Council for the Social Studies, etc.

Program: [Elementary Education p-5] [EDEL 632 Elementary School Curriculum]				
Aligned with Assessment (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)/ NCATE	American Association for Supervision and Curriculum Development
Attendance – 5 meetings using Wimba within Blackboard. Truing in assignments on time. 200 pts CFO: 5 SLO: n/a	n/a	n/a	n/a	n/a
Module 1 CFO: 1, 4 SLO: 1, 2, 3, 7	1.1, 3.3, 4.4, 7, 8 – advanced,	2, 3, 4, 5, 6	Assessment literacy, achievement gap; NCATE 1, 4	This is a survey course in Elementary School Curriculum. The course covers curriculum theory, and seven content areas that are taught in elementary schools. Each of the content areas has associations that publish standards. ASCD is the most well known representative that comments on general curriculum. There are no standards exclusively for this course.
<i>Module 2</i> <i>100 pts</i> CFO: 1, 3, 4, 5 SLO: 1, 2, 3, 6,	1.1, 3.3 4.4, 7, 8 – advanced, ,	2, 3, 4, 5, 6	Assessment literacy, achievement gap; NCATE 1, 4	
<i>Module 3</i> <i>100 pts</i> CFO: 1, 3, 4 SLO: 3, 4, 6, 8	1.1, 3.3, 4.4, 7, 8 – advanced,	2, 3, 4, 5, 6	Assessment literacy, achievement gap; NCATE 1, 4	
<i>Module 4</i> <i>100 pts</i> CFO: 1, 3, 4	1.1, 3.3 4.4, 7, 8 – advanced,	2, 3, 4, 5, 6	Assessment literacy, Closing achievement gap; NCATE 1, 4	

SLO: 1, 5, 6,				
<i>Module 5</i> <i>100 pts</i> CFO: 1, 2, 3, 4 SLO: 1, 8, 9, 10	1.1, 3.3 4.4, 7, 8 – advanced,	2, 3, 4, 5, 6	Literacy and reading, Assessment literacy; Closing achievement gap; Assessment (developing skills to assess student learning.) NCATE 1, 4	
<i>Module 6</i> <i>100 pts</i> CFO: 1, 3, 4, 5 SLO:	1.1 – advanced,	2, 3, 4, 5, 6	Diversity, Assessment literacy; NCATE 1, 4	
<i>Module 7</i> <i>100 pts</i> CFO: 1, 3, 4, 5 SLO: 1, 7, 8, 9, 10	1.1 – advanced,	2, 3, 4, 5, 6	Assessment literacy, Closing achievement gap; NCATE 1, 4	
<i>Module 8</i> <i>100 pts</i> CFO: 1, 2, 3, 4 SLO: 1, 7, 8, 9, 10	1.1, 3.3 4.4, 7, 8 – advanced,	2, 3, 4, 5, 6	Assessment literacy, Closing achievement gap; NCATE 1, 4	
<i>Module 9</i> <i>100 pts</i> CFO: 1, 2, 4 SLO: 1, 7, 8, 9, 10	1.1, 3.3 4.4, 7, 8 – advanced,	2, 3, 4, 5, 6	Assessment literacy, Closing achievement gap; NCATE 1, 4	
<i>Module 10</i> <i>100 pts</i> CFO: 1, 2, 4 SLO: 1, 7, 8, 9, 10	1.1, 3.3 4.4, 7, 8 – advanced,	2, 3, 4, 5, 6	Assessment literacy, Closing achievement gap;	
<i>Mid-term</i> <i>Will apply to course readings, and activities. ***Will be open book/notes, and it is to be completed in Blackboard.</i> CFO: 1, 2, 4 SLO: 1 - 10	1 - 10 – advanced,	2, 3, 4, 5, 6	Assessment literacy, Closing achievement gap; NCATE 1, 4	
<i>Final exam</i>	1.10 – advanced,	2, 3, 4, 5, 6	Assessment literacy, Closing achievement	

<p><i>Will apply to course readings, and activities. ***Will be open book/notes, and it is to be completed in Blackboard.</i></p> <p>CFO: 1, 2, 4 SLO: 1 - 10</p>			gap; NCATE 1, 4	
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Assignment Descriptions:

Program: [EDEL 632 Elementary School Curriculum]	
Assessment (point value)	Description
Directions & Modules that will be completed during the class.	<p>This assignment description is subject to modification as needed.</p> <p>The course is organized around modules. All modules are revealed. This will allow you to work around vacations, and professional meetings. You can work ahead, but <i>do not turn your assignments in early</i> unless you have cleared it with me in advance. In other words, I do not want assignments until they are due. Early assignments will not be accepted unless they have been cleared with me first. Every assignment should follow the prescribed labeling. See labeling protocol below. When writing your assignment the assignment number (module number), name and date should be your first entry, and placed in the upper left of your paper. Again, your name should be under the module label and then a date. <i>Assignments that are not properly labeled will be returned ungraded for corrections and re-submission.</i> This will take more time so label the assignments correctly the first time.</p> <hr/> <p style="text-align: center;">Assignments that must be turned in for the class:</p> <p style="text-align: center;">M1A1, M2A1, M2A2, M2A3, M3A1, M4A1, M5A1, M5A2, M6A1, M7A1, M7A2, M8A1, M8A2.1.2.3.4, M9A1, M10A1, M10A2, M11A1, M12</p> <p style="text-align: center;">Please turn assignments in according to the schedule. Early assignments will not be accepted unless special permission has been granted.</p> <p style="text-align: center;">Please adhere to the schedule as closely as possible.</p>
Module 1 100 pts	<p>MODULE 1</p> <p>Objectives</p> <p>The purpose of this assignment is to have students:</p> <ol style="list-style-type: none"> 1. Read about the issues of the new national accountability movement that is presently in the focus of politicians, educators, and the news media. Testing is an issue that has a direct impact on curriculum. 2. Use the summarizing, and critiquing protocol required for this class. 3. Write summaries, critique, and make informed judgments on the good and bad points of the

	<p>articles.</p> <p>4. Use the Student Drop Box feature at the end of each module.</p> <hr/> <p>SUMMARY AND CRITIQUE OF THE RESEARCH ARTICLE WITH</p> <p>A NATIONAL PERSPECTIVE ON ELEMENTARY SCHOOL CURRICULUM*</p> <p>M1A 1. You have had the opportunity to explore the entire virtual learning environment. Now I want you to write a summary and critique of this article. The article is Collateral Damage: How High-Stakes Testing Corrupts America's Schools. The article contains information about a national testing program for the United States. Using the information in this articles write a paper (a two pages) summarizing, comparing and contrasting the issues in the article with what is happening in your school and in Kentucky in general. Use the format summary is 60% of the paper and critique is 40%. A summary is a reiteration of what the authors have to say about the topic. After you have summarized (compared and contrasted) the issues that were discussed in your critique. A critique is like a conversation with me. How do you feel about what the authors have written? Do you agree or disagree? Riding the fence is also an option. In your critique you will need to make a judgment as to the worthiness (value) of the research cited, and the conclusions that were reached by the authors. Do you support or do you not support the points of view expressed in this article. Label the Summary and the Critique accordingly.</p> <p>I do not care which writing style you use. Just be consistent. Every summary and critique should have bibliographic reference at the end of the article. The names of the article can go two spaces below the identification information that goes on the page first top left.</p> <p>Go to the article below and read it. Follow the guidelines in the paragraph above. Do your assignment on a word processor. Save your work. Download your work in the File Transfer (Student Drop Box) area at the end of each module.</p> <p>Be sure when you send a Drop Box file you click on Send Document not on the Add Document. The Add Document adds document to your Drop Box and does not send the file to me.</p> <p>Be sure to label properly with the assignment number (M1A1), title of your articles, your name and then the date. I will not give you credit for you work if the label is not correct.</p> <p>*Add a comment to the Discussion Board about what you read! You must enter at least two comments and follow up on two of your colleagues' comments.</p>
<p>Module 2 100 pts</p>	<p>Module 2</p> <p>Objectives</p> <hr/> <p>The purpose of this assignment is to have students:</p> <ol style="list-style-type: none"> Describe, and use information about the role of curriculum in the contemporary world as well as some historical high lights of curriculum in the United States. Read Chapters 1 and 2. Chapter 1 deals with Teachers, Schools and Society. Chapter 2 deals with Teachers, Schools and Curriculum in Historical Perspectives. Also, see what resources for teaching curriculum are on the web. Continue to work on the summarizing, and critiquing protocol required in this class. Summarize, critique, and make informed judgments on good and bad points of the chapters.

4. Continue to use the Students Drop Box feature.

M1A1 There is multiple assignments in this module. Please compile all assignments and put them in order. Send them in one file with the module labels and the title of the file. For example, M2A1-M2A2-M2A3.

Read Chapter 1. Once you have read the chapter, respond, in writing, to each of the items listed below. Respond to each statement. Be as elaborate as you can and use examples and substantiate your point of view with personal experience and research.

Do you agree or disagree with each of the following statements? Elaborate on these statements as much as you can.

1. Teachers should teach children with disabilities in regular classroom?
 2. Teachers should develop a curriculum for sex education?
 3. Teachers should be conscious of equity issues in the classroom and consider affected groups.
 4. School should provided breakfast and lunch programs for low-income children.
 5. Teachers should help students learn conflict management techniques to reduce school and community violence.
 6. The school should develop bilingual maintenance and transition programs.
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M2A2

Elaborate on the following question. Use a Google search engine to find the No Child Left Behind web site. Use any other materials that you find on the subject.

Do you believe there should be national goals and standards for curricula and students' performance?

M2A3

Read Chapter 2. This assignment has two parts to it - Part A. and Part B.

Part A. Use the Internet to find the Web site: Teachers Helping Teachers (goals<http://www.pacificnet.net/~mandel/>). Find the "Top Educational Resources" page. Select one or more resources to investigate to use in your classroom. Tell me what you found and how you would use the material. Elaborate as much as possible.

Part B. Find the Web site: Kathy Schrock's Guide to Educators (<http://school.discovery.com/schrockguide/>). Identify the links on the Schrock web site and how you can use them for lessons planning.

Click on the hyperlink below. This will reveal the assignment again with a text box and a browse button. You can comment and send me your assignment to be graded. I will return it to you graded. Dr.m

<p>Module 3 100 pts</p>	<p>MODULE 3</p> <p style="text-align: center;">IT IS NOW TIME TO DECIDE ON TOPIC FOR YOUR PAPER*</p> <p style="text-align: center;">See Calendar</p> <p>M3A1 A decision about your major paper is due. Your proposal should be turned in through the Drop Box at the end of your module. It should be labeled M3A1. No other label is needed. I will know that this is your proposal. This cannot be a group project. The assignment is as follows. This is the only assignment for this module.</p> <p style="text-align: center;">Details on the How to Write the Proposal</p> <p>PLEASE ASSIGN A TITLE TO YOUR PAPER!</p> <p>A sample of how to write a course proposal will can be found in the Course Information section of Bb. It is the first item you will see when you click on the Course Info button. Go there and see how to write a proposal. This is an assignment, and will grade accordingly.</p> <p>This paper should be a term paper on something you can use in your present teaching situation. The paper will be 10- 12 pages with at least 10 - 12 sources. At least five sources should be gotten from the Internet using a search engine. Also, you can use links that I provide. The External Links button has a lot of helpful Internet sites.</p> <p><u>Click on this sentence to get help with this paper.</u> You can design it as a descriptive study to improve your own educational practice. Use the APA Style Manual for the format for the assignment. Additionally, use the Drop Box at the end of your module to deliver the paper itself when it is completed.</p> <p>Please go to your HOME PAGE (HP). In your HP enter the name title and the description of your paper. Everyone in the class should be able to see you paper topic, and should get a feel for what you are doing. This is a requirement that is outside the Module assignments. This will be calculated in the participation are of your grade. See course syllabus for details.</p> <p>*Go to the Discussion Board and post information on your research proposal. Give some pertinent details about what you plan to do and why. Comment on two colleagues' proposals. Remember, they may comment on your research proposal. You can keep the conversation going as long as you want. My requirement is that you post your comments and comment on two additional entries. Dr.m</p> <p>Click on the hyperlink below. This will reveal the assignment again with a text box and a browse button. You can comment and send me your assignment to be graded. I will return it to you graded. Dr.m</p>
<p>Module 4 100 pts</p>	<p>M4A1</p> <p>Read Chapters 3 and 4 in your text. Your assignment is to use a discussion thread located behind the Discussion Board icon. I am posing four questions. I want everyone in the class to respond to each question that I pose. Visit the Discussion Board several hours later and see what other members of the class have written. I want you to comment on what others have written. You will respond three times to the discussion board. The first message will be your response to the question. There will be two responses to what your colleagues have said. The purpose of this assignment is to have a discussion.</p> <p>Keep the flow of the discussion going. At the end of the discussion thread period write a summary and critique of what you observed in the discussion. I expect you to write a summary and report of what you saw on the discussion board during this assignment. Label this assignment M4A1. No other title is necessary. This should be approximately one and a half pages typed, double spaced.</p>

	<p>Click on the hyperlink below. This will reveal the assignment again with a text box and a browse button. You can comment and send me your assignment to be graded. I will return it to you graded. Dr.m</p>
<p>Module 5 100 pts</p>	<p>MODULE 5 <i>Enabled: Statistics Tracking</i></p> <p style="text-align: center;">UNDERSTANDING THE CURRICULUM</p> <p style="text-align: center;">Module 5 will start with Chapter 8. We will be skipping Chapters 5, 6, and 7.</p> <p>We are going to study the content areas of the curriculum. The content areas by themselves are not the curriculum. The <i>curriculum</i> for this class is defined as all the experiences the school provides for students. This encompasses learning experiences and activities, procedures and resources planned for the P-7 student.</p> <p>You will be asking to read and reflect on the various content fields of the curriculum. Please take notes for each chapter. Your assignments will include writing and summarizing the chapters. You will be required to do activities as well. When you read and study please use the follow elements as a guideline for your reading.</p> <ul style="list-style-type: none"> A. The Goals and objectives of the content area B. Concepts and vocabulary important to understanding the field C. Teaching approaches that are used at various grade levels to enhance content field D. Assessment procedures used in the content field to measure growth E. Relevant issues which enhance the depth and breadth of knowledge needed in content field. F. How to integrate the content area with other content fields G. Suggestions for inclusion and classroom management that are content related H. Ideas for learning centers and other curricular materials <hr/> <p style="text-align: center;">CURRICULUM FRAMEWORKS AND NATIONAL ORGANIZATIONS</p> <p>Kentucky is one state that has a statewide curriculum framework. Included in this framework are content guidelines and the basic structure for the scope and sequence for instruction. You will need to access these elements. Access the <u>KDE</u> web site by clicking on the hyperlinks.</p> <p><u><i>Transformations: Kentucky's Curriculum Framework</i></u></p> <p><u><i>Core Content for Assessment version 4.1</i></u></p> <p><u><i>Program of Studies</i></u></p> <p><u><i>Support Materials:</i></u></p> <p><u><i>Implementation Manual; Designing Standards-based Units of Study; Designing Open Response Questions for the Classroom; Designing Performance-based Assessments for the Classroom</i></u></p>

	<p>Some of the chapters that you will be reading will cite the California State Framework. The Kentucky Framework and the California Framework will be used as springboards for discussion of the content fields. You will be asked to compare and contrast the two documents with relation to the content fields.</p> <p>Each subject field has National Organizations that promote and support the teaching in the fields. They give vital information to the teacher about where the subject fits into the curriculum, and they give the best practices for teaching the subject. They are very helpful when planning a curriculum in a school. You will visit these organizations and will know and understand the goals and objectives of each.</p> <hr/> <p>M5A1* Teaching, English Language Arts. Read Chapter #8: When finished summarize and critique the chapter by using the guidelines A-H in the previous section. Complete each of the items in a separate section. This paper will be a Summary and Critique. It will be 2- 3 pages in length. Use word processor and turn in through the Drop Box. Be sure to label "M5A1."</p> <hr/> <p>M5A2 Teaching, English Language Arts.</p> <p><u>The International Reading Association</u> (Link)</p> <p><u>The National Council for the Teaching of English</u> (Link)</p> <p>Link to the sites above and do the following.</p> <ol style="list-style-type: none"> 1. What are the goals and objectives of each organization? 2. Briefly describe what is happening within the organization 3. What guidelines do they give for teaching the content area they represent? 4. What publications do they publish as an organization? 5. What research in the content field are they highlighting for the content professional <p>Summarize your reactions after viewing these sites. A question to put in the summary is as follows: "Did you know of this site?" Where do the hyperlinks take you? These sites are located in your External Links section of Blackboard. You will need to click on Curriculum Organizations and then on Literacy In the External Links section of Bb. Label "M5A2."</p> <hr/> <p>*Go to the Discussion Board. Answer the following question. "What is the most challenging aspect of teaching the Language Arts?" Answer this question with regard to your circumstances. Respond to what your colleagues' have to say is their challenging issues with teaching the English Language Arts.</p> <p><i>Be sure that you do M5A1 and M5A2 in one file. Please label the file M5A1 and M5A2</i></p>
<p>Module 6 100 pts</p>	<p>MODULE 6</p> <p>Instructions</p> <p style="text-align: center;">UNDERSTANDING THE CURRICULUM</p> <p>This is a continuation of what appeared in previous modules. You are to study the</p>

Social Studies curriculum. The *curriculum* for this class is defined as all the experiences the school provides for students. This encompasses learning experiences and activities, procedures and resources planned for the P-7 student. You are to read and reflect on the content of the Social Studies, Chapter 9. Your assignment is to summarize the chapter. You are required to do activities as well. When you read and study please use the follow elements as a guideline for your reading and summarizing. Your summary should follow this format. This was introduced in earlier modules.

- A. The Goals and objectives of the content area
- B. Concepts and vocabulary important to understanding the field
- C. Teaching approaches that are used at various grade levels to enhance content
- D. Assessment procedures used in the content field to measure growth
- E. Relevant issues, which enhance the depth and breadth of knowledge, needed
- F. How to integrate the content area with other content fields
- G. Suggestions for inclusion and classroom management that are content related
- H. Ideas for learning centers and other curricular materials

CURRICULUM FRAMEWORKS AND NATIONAL ORGANIZATIONS

Kentucky is one state that has a statewide curriculum framework. Included in this framework are content guidelines and the basic structure for the scope and sequence for instruction. You will need to access the elements. Access the KDE web site by clicking on the hyperlink. Additionally, this site includes the Kentucky Program of Studies and the Core Content for Assessment. Use the search feature of this site to access the exact information you need. Click on the site that you are interested in.

Some of the chapters that you will be reading will cite the California State Framework. The Kentucky Framework and the California Framework will be used as springboards for discussion of the content fields. You will be asked to compare and contrast the two documents with relation to the content fields.

Each subject field has National Organizations that promote and support the teaching in the fields. They give vital information to the teacher about where the subject fits into the curriculum, and they give the best practices for teaching the subject. They are very helpful when planning a curriculum in a school. You will visit these organizations and will know and understand the goals and objectives of each.

ASSIGNMENT *

M6A1 Read the chapter (Chapter 8) on the Social Experiences: The Nature of the Social Studies. Check your Table of Contents for the page number of this chapter. When finished summarize and critique the chapter by using the guidelines A-H in the previous section. Use the Curriculum Frame as a backdrop. Complete each of the items in a section of their own. Summary and Critique It will be 3 - 5 pages in

	<p>length. Use word processor and turn in through the Drop Box.</p> <hr/> <p>*Enter response to the following question in the discussion board. "Why do we teach the Social Studies? What are students expected to learn. Enter two comments or questions and respond to two comments made by you colleagues'.</p> <hr/> <p>Click on the hyperlink below. This will reveal the assignment again with a text box and a browse button. You can comment and send me your assignment to be graded. I will return it to you graded. Dr.m</p>
Module 7 100 pts	<p>MODULE 7 M7A1</p> <p>You are to read Chapter 10 in your book, Mathematics Education. Please summarize the chapter. Please do not use the exact text of the chapter. I want you summarize the various section in the chapter based on the following criteria:</p> <p>Your summary should follow this format.</p> <ul style="list-style-type: none">A. The goals and objectives of the content areaB. Concepts and vocabulary important to understanding the fieldC. Teaching approaches that are used at various grade levels to enhance contentD. Assessment procedures used in the content field to measure growthE. Relevant issues which enhance the depth and breadth of knowledge neededF. How to integrate the content area with other content fieldsG. Suggestions for inclusion and classroom management that are content relatedH. Ideas for learning centers and other curricular materials <hr/> <p>M7A2</p> <p>National Council of Teachers of Mathematics Web Site*</p> <p>I have referenced hyperlinks from the National Council of Teachers of Mathematics web site. The pages contain hyperlinks. Look carefully at this web site. It is an important resource for curriculum information for Mathematics. I want you to find the following links. Then I want you to summarize the contents of the links. Be very thorough. I want your summary and critiques to be coherent and I want you to use good grammar. Please use your own words. Your assignment is to be sent this assignment as one document along with M7A1, in one drop box upload. No multiple submissions. One document. When you do M7A2 break the assignments into its constituent parts when you submit. Please label parts appropriately.</p> <p>Look for the following links and summarize and critique each of them.</p> <p>1.) <u>NCTM Statement of Beliefs</u> (Click on hyperlink) Read the statement and summarize briefly. I know what it says. You are to use your own words to tell me what you think it says. Please be as accurate as you can.</p>

	<p>2.) <u>Mission Statements</u> (Click) http://www.nctm.org/uploadedFiles/Research_Issues_and_News-Section_Navigation/Be_an_Advoate/key_msg.pdf Read the PDF. The website has been changed from an HTML file to a PDF by the site originators. Read the mission statement. Choose two of the elements in the statement to comment on in your summary.</p> <p>3.) <u>Before It's Too Late: A Report to the Nation from The National Commission on Mathematics and Science Teaching for the 21st Century</u>. Why is this an important topic. What is your understanding of the need for a document like this?</p> <hr/> <p>* What are the challenges to teaching Mathematics? How do children learn mathematics and what can you do to enhance your students understanding of mathematics concepts? Enter your response to one or more of these questions and respond to your colleagues' responses. Respond to two entries by your colleagues.</p> <hr/> <p><i>Click on the hyperlink below. This will reveal the assignment again with a text box and a browse button. You can comment and send me your assignment to be graded. I will return it to you graded. Dr.m</i></p>
<p>Module 8 100 pts</p>	<p><u>M8A1 & M82A1.2.3</u> ALERT!</p> <p>You are to put all of these assignments into one file. This means that there will be one submission when you download the file. I do not want separate submissions. Your assignment submission should have sections. I will be able to scroll down and read each assignment. One submission please!!!!</p> <p>M8A1 You are to read and reflect on the content area of the Science (Chapter 11). Your assignment is to summarize the chapter. When you read and study please use the following elements as a guideline for your reading and summarizing. Your summary should follow this format.</p> <ul style="list-style-type: none"> A. The goals and objectives of the content area. B. Concepts and vocabulary important to understanding the field. C. Teaching approaches that are used at various grade levels to enhance content. D. Assessment procedures used in the content field to measure growth. E. Relevant issues which enhance the depth and breadth of knowledge needed. F. How to integrate the content area with other content fields. G. Suggestions for inclusion and classroom management that are content related. H. Ideas for learning centers and other curricular materials. <hr/> <p>M8A2.1 * Makes this one summary and critique with several parts. There are several separate items that must be discussed. Go to the National Science Resources Center web page. The page contains hyperlinks like other pages that I have made in the past. This is the front page so it is designed for you to click and look at the various features and interesting information supplied by the organization. Look carefully at this site. It is an important resource for curriculum information for Mathematics. I want you to find the following links. Then I want you to summarize the contents of the links. Be very thorough. I am looking for content. I want your summary and critique to be coherent and I want you to use good grammar. Look for the following links and summarize and critique each of them.</p>

	<p>M8A2.2 <u>ABOUT THE NATIONAL SCIENCE RESEARCH CENTER!</u> Read this site. Then put the Information in your summary and critique.</p> <p>M8A2.3 Click on <u>Education Resources</u>. Describe what you find in this site. There are several items in link, (The links can be found in the blue bar at the top of the page on the web site) -<u>Professional Development Center</u>, and <u>Partnerships and Networks</u>. Click on each hotlink and report on the content of each link. In the Curriculum Development area do the same. In the <u>Newsletter</u>, link to a copy and read one or two articles and describe. The news articles can be found in the frame on the left of the screen. Click on the hyperlinks to read the articles.</p> <p>M8A2.4 Read and summarize the <u>Science and Technology for Children™ (STC)</u> link. This is a good source for future use. Summarize and critique your findings.</p> <p>Summarize and critique your findings.</p> <hr/> <p>The purposes of Science in the Elementary School were delineated in this chapter. Why is teaching Science so important? Enter two ideas that you feel important are important to teaching Science in you teaching situation. Respond to two of your colleagues' comments.</p> <hr/> <p><i>Click on the hyperlink below. This will reveal the assignment again with a text box and a browse button. You can comment and send me your assignment to be graded. I will return it to you graded. dr.m</i></p>
Module 9 100 pts	<p><u>MODULE 9</u></p> <p>M9A1 *</p>

	<p>Please continue writing your paper.</p> <hr/> <p><i>Click on the hyperlink below. This will reveal the assignment again with a text box and a browse button. You can comment and send me your assignment to be graded. I will return it to you graded. Dr.m</i></p>
<p>Module 10 100 pts</p>	<p>MODULE 10 <i>Enabled: Statistics Tracking</i></p> <p>Remember: Combine these to assignments into one submission. Do not send to separate submissions.</p> <p>M10A1 *You are to read Art Education (Chapter 13). When you read and study please use the following elements as a guideline for your reading and summarizing. Your summary should follow this format. Turn the assignment in through the Drop Box.</p> <ul style="list-style-type: none"> A. The goals and objectives of the content area B. Concepts and vocabulary important to understanding the field C. Teaching approaches that are used at various grade levels to enhance content D. Assessment procedures used in the content field to measure growth E. Relevant issues which enhance the depth and breadth of knowledge needed F. How to integrate the content area with other content fields G. Suggestions for inclusion and classroom management that are content related H. Ideas for learning centers and other curricular materials <p>M10A2 - Read the following hyperlinks below. Write a formal two to three page reflection (Combined for all sites. Please label your site) by describing what you have learned in the site on the arts in education. and how you might be able to integrate your newly acquired knowledge into your curriculum. Also reflect on your personal reaction to the links in this module and write a paragraph reflection on each assigned Web site. Make this one assignment label M10A2 with separate parts that a labeled appropriately.</p> <p><u>http://www.artjunction.org/</u> The artist Mark Rothko once said, "Art is an adventure into an unknown world, which can be explored only by those willing to take the risks." It is in this spirit that the second generation of the <u>@rt room</u> was created; it is now called Art Junction. Like art rooms in schools everywhere, this virtual art room is meant to be a "special" place. Within its "walls," kids are offered opportunities to create, to discover, to imagine, to invent, to learn, and to make their thoughts become things. In short, Art Junction is a place for kids to explore their inner and outer worlds. Review as many links within this site that you can. Do what the paragraphs above tell you to do. This should be about a half to a whole page in length.</p> <p><u>The National Standards for Arts Education</u> "What Every Young American Should Know and Be Able to Do in the Arts". Check this link to the <u>ArtsEdge</u> web site from the Kennedy Center for the Arts. This site is chock full of information about the arts and arts education. There are many links to the various arts curriculum areas. Representative sites are: Theatre & Education; Music Education; Visual Arts; and dance.</p> <hr/> <p>* What should students in the elementary school know and be able to do in Art Education? What are the challenging of teaching Art in your teaching situation? Add one entry explaining and commenting on the challenges you face. Respond to two colleagues' comments.</p>

	<hr/> <p><i>Click on the hyperlink below. This will reveal the assignment again with a text box and a browse button. You can comment and send me your assignment to be graded. I will return it to you graded. dr.m</i></p>
Module 11 250 pts	<p>Module 11</p> <p><i>No Child Left Behind Act (NCLB)</i></p> <p>Alert - there are two assignments in this module M11A1 and M11A2. Please make only one submission. Combine these assignments into one document please!</p> <hr/> <p>Now that you have almost completed this course we will visit the No Child Left Behind (NCLB) legislation one more time. As discussed in your first module, there is a lot to be concerned about in this legislation - for either good or for ill. NCLB is worth covering again. I have found several URLs that cover the major points of the Act and give you good information on what NCLB is all about. I have given you these URLs in the module. Write a short paper on the NCLB. Unlike the first visit to NCLB I want you to summarize and critique with regard to the <u>positive aspects</u> of this legislation. the report using the format you have used in the past. This should be no less than two type written pages.</p> <hr/> <p>M11A1</p> <ol style="list-style-type: none">1. Find information about NCLB. What is it, and why has it been established as a public law?2. What are some of the components of NCLB? Describe the components that you find most interesting and helpful to you in your teaching and at your school (If you are teaching and have a school.?)3. Using your experiences and your school, what are the pros and cons of the NCLB Act? Look for more of the positive than the negative. But, if you really feel one way or another state your case in the most articulate way you can. This is an extension of M1A1 and should not repeat what you have already written about. <hr/> <p>Your paper should be single spaced and well developed. I have given you a tremendous amount of information to read and glean information from. My purpose is not to have you read everything. My purpose is to research the topic and summarize the issues, and then give your judgment (critique) as to the worth of the things you have read. I will grade this assignment according to content (60%), coherence (30%) and mechanics (10%). Content - the demonstration that you have read the available resources and are able to glean important information. Coherence - how well the narrative sticks together. In other words, how clearly the ideas are presented. The last element is mechanics and that deals with grammar. I think this one is self explanatory.</p>

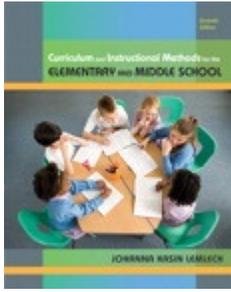
	<p>Below you will find the URLs for this assignment.</p> <hr/> <p>Resources for Your Work</p> <p>No Child Left Behind Act - Just for teachers!</p> <p>http://dese.mo.gov/divimprove/fedprog/grantmgmnt/PDF_Files/nclb_teachers_toolkit_04_rev.pdf</p> <p>General Information - By clicking on interesting hyperlinks you can read a lot of information on NCLB</p> <p>http://www.ed.gov/nclb/overview/intro/edpicks.jhtml</p> <p>These two hyperlinks give you a lot of info. Explore the hyperlinks within these pages to get the information you need to complete the assignment for this module.</p> <hr/> <p>M11A2</p> <p>In this assignment you are to discuss what you have read in the NCLB legislations. Please respond to the questions for Module 11 on the Discussion Board. The question may be hidden, so scroll down to reveal the question. You are required to post a message and over time respond to three others (minimum). Check the due dates. There are several days for this assignment and M11A1.</p> <hr/> <p>Click on the hyperlink below. This will reveal the assignment again with a text box and a browse button. You can comment and send me your assignment to be graded. I will return it to you graded.</p>
<p>Module 12 250 pts</p>	<p>MODULE 12 Course Paper Assignment and Formatting Details <i>Enabled: Statistics Tracking</i></p> <p>COURSE PAPER</p> <p>There will be a term paper on a content area subject, or a study on the guidelines for the instructional delivery of the content. This paper should be on topic you can use in your present teaching situation. The paper will be at least 10 pages with at least 10 sources. Click on this sentence to get help with this project. You can design it as a research project or you can use it as a descriptive study to improve your own education practice. Use the APA Style Manual (Sixth Edition) for the format for this assignment. Additional tips on how to write this paper can be seen by clicking on this sentence. The procedure for delivering this paper will be like the other modules. Click on the hyperlink below and use the browse button to send the file. I will grade your paper and return. Your grade will show in the grade book.</p> <p>The format for the paper hyperlink located in a separate section below this page.</p> <p><i>Click on the hyperlink below. This will reveal the assignment again with a text box and a browse button. You can comment and send me your assignment to be graded. I will return it to you graded. Dr.m</i></p>
<p><u>Mid – term 250</u></p>	<p>Essay - The mid-term will be open ended questions that will require you to analyze,</p>

pts	synthesize and evaluate a case study of a curriculum model that is presented by the instructor. The information will be taken from your textbook, class discussion on Wimba, and your notes.
Final 250 pts	Essay - The final will be comprehensive, covering the whole course. There will be three open ended questions that will require you to analyze, synthesize and evaluate a case study of a curriculum model that is presented by the instructor. The information will be taken from your textbook, class discussion on Wimba, and your notes.
Term Paper 250 pts	<p>TERM PAPER</p> <p>Click on these underlined hyperlinks to go to external sites for further information.</p> <p>You will do a term paper on a content area subject, or a study about the guidelines for the delivery of instructional content (a method of teaching reading, or sciences or social studies, etc.). This paper should be on a topic you can use in your present teaching situation. The paper will be 10 pages with at least 10 sources. <u>Click on this sentence to get help with this project.</u> You can design it as a research project or you can use it as a descriptive study to improve your own education practice. The new release of Blackboard allows you to download your assignments from the modules.</p>

Grading Scale:

Attendance	200 points	Percentage of total points	
Modules (11)	1100 points	90% - 100	A
Paper	250 points	80% - 89%	B
Mid-term	275 points	70% - 79%	C
Final	<u>275 points</u>	60% - 69%	D
	2100points	0% - 59%	E

Required Textbooks:



Lemlech, Johanna K. (2010) [Curriculum and Instructional Methods for the Elementary and Middle School, 7/e.](#) Merrill: Upper Saddle River, NJ. pp. 413
ISBN-13: 9780135020050

Course Evaluation:

Students are required to do a course evaluation upon completion of the class. The availability of the evaluation will be announced on a timely basis.

Attendance Policy:

CLASS PARTICIPATION AND ATTENDANCE

PARTICIPATION IS AN EXPECTATION! For this online class the term attendance means that the student will attend all scheduled Wimba sessions delivered through Blackboard and turn in all assignments on time.

Since regular class participation is essential to the learning experience, it is the responsibility of the student to respond to the instructor promptly. Participation will be monitored for the whole term. For this class participation consists of being in the scheduled Wimba classes, and turning in assignments on time. Each assignment has a due date. If you cannot get the assignments done on time you will be given one additional day to get the assignment(s) done upon request. An assignment that is more three days late will be considered null and void. You will not get credit for the assignment(s). Students not responding because of legitimate reasons must consult with the instructor concerning the situation, preferably beforehand. Legitimate excuses do not excuse the student from class responsibilities. The student is responsible for making copies of any assignments pertinent to the class. Examples of reasons to be excused by the instructor are illness, accident, personal emergency, death in the immediate family, special academic programs, or authorized work functions for which the student's presence is required.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA) *

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

EDEL 632
Spring 2011
Calendar/Schedule
Elementary School Curriculum
Online

Please meet me in Wimba at TBA verbally or when announced in the schedule.

This calendar is subject to modification as needed.

The course is organized around modules. All modules are revealed. This will allow you to work around personal schedules, and professional meetings. You can work ahead, but do not turn your assignments in early unless you have cleared it with me in advance. I do not want assignments until they are due. Early assignments will not be accepted unless they have been cleared with me first. Every assignment should follow the prescribed labeling. See labeling protocol below. When writing your assignment the assignment number (module number), name and date should be your first entry, and placed in the upper left of your paper. Again, your name should be under the module label and then a date. Assignments that are not properly labeled will be returned ungraded for corrections and re-submission. This will take more time so label the assignments correctly the first time.

Assignments that must be turned in for the class:

**M1A1, M2A1, M2A2, M2A3, M3A1, M4A1, M5A1, M5A2, M6A1, M7A1, M7A2,
M8A1, M8A2.1.2.3.4, M9A1, M10A1, M10A2, M11A1, M12**

Please turn assignments in according to the schedule. Early assignments will not be accepted unless special permission has been granted.

Please adhere to the schedule as closely as possible.

You must keep track of your own assignments.

You will be getting assignments back in the grade book. Check your assignments off when you see them returned in the grade book. If you do not get an assignment back in a reasonable time frame ask me if I have it in my electronic files (send me an e-mail inquiry).

If you have technical problems, or cannot figure Blackboard out, call the Office of Distance Learning - 1.800.440.3491 1.800.440.3491
or 606.783.2082 606.783.2082

Module 1

Before you proceed with the Module 1 assignment read all announcements in the announcements section of Blackboard (Bb). Do what the Announcements tell you to do.

I will respond when you send your first e-mail to me. Send to t.miller@moreheadstate.edu (Put EDEL632 in the subject line. Do not put anything else in the subject area).

Module 1: Due by the date below in yellow highlighted text.

Assignment labeling protocol – example: Be sure to label assignments correctly. Remember, the name of the assignment is the assignment number. There should be no other title. In the example below the title is M1A1. Be sure, when completing the assignment, on the paper itself; put the assignment and then your name and date. **Put the title, name and date in the upper left hand corner.** If this is not done correctly I will send assignment back to you un-grade. Example:

Example

M1A1

Tim Miller

(Don not forget your name)

December 31,
2011 (not an actual date for us)

(Don not forget the date)

The protocol for labeling the assignment is essential in helping me keep track of your electronic files.

Send the summary and critique of the article in Module 1

The assignment must be sent by January 27, 11:59 p.m.

Meet in Wimba 8 p.m. on January 27, 2010.

I realize there might be conflicts during the nights that Wimba meets. I expect you to attend at least five Wimba sessions during the term. You can choose when you want to meet. The sessions will be archived so you can view them after the fact.

Assignments will be penalized 10% for every day late. This penalty will be applied at the discretion of the professor.

***** NOTICE ABOUT MODULES 3 and 12 *****

Check out Module 3 now, and then read Module 12. Your proposal for this assignment will be due soon. You should start on your paper immediately.

Module 3 will alert you to the proposal for your paper and Module 12 will alert you to the course paper requirements, specifically. Read Module 3 and 12. Assignment due dates - are listed below.

Module 2

Follow the guidelines for submission.

***Assignments M2A1, M2A2, M2A3 are due February 10, 2010 11:59 p.m.**

*To help in managing these assignments, place all three sections of this module in one file. Do not send as three separate assignments. Be sure to label each assignment, within the

file (M1A1 - M1A2, etc) according to its title. I want to be able to see M2A1-M2A2, etc, on for each assignment. I will be able to scroll down the assignments and read them easily.

I will respond to all the section in a composite format. I will give one grade for M2A1, MA2 & M2A3; and, I will give you feed back. I will return the assignments in one document file, the same way you sent the file to me. This works better than having multiple submissions and returning them one at a time. If you do not know how to copy and paste the three assignments into one file, or do not know how to use Drop Box, call the Office of Distance Learning.

The title should show all modules in the file. When you save your file; type in M2A1-M2A2-M2A3 as the title of your file. When I receive the file in the drop box I will see the title and know what assignments are contained in the grade book column for this assignment. Do this with future modules as well. This will help me immensely.

Module 3 is available. It is okay to submit this assignment early.

Assignments - M3A1 due February 24, 2011 11:59 p.m.

Turn in proposal for your paper. I need this immediately. An example of proposals can be found in the Course Information section (See the button on the left of your screen in Bb). I want your proposal to look like the examples. Any proposal not following the format of the examples will be returned for a re-write.

You will get an approval from me ASAP! Begin your research immediately, even before you receive approval of your written proposal.

Meet in Wimba 8 p.m. on February, 17, 2011 midnight.

Module 4

Assignments M4A1 due March 3, 2011 midnight.

Module 5

Assignments M5A1, M5A2 due March 10,, 2011 by 11:59 p.m. Starting with this Module you will begin working on the various areas of the curriculum beginning with Language Arts. To help in managing this assignment, place the two modules (M5A1 and M5A2) in one file and send through the drop box.

Meet in Wimba 8 p.m. March 10, 2011.

March 17, 2011 MID-TERM EXAMINATION -- Midterm exam will be launched on March 17, 2011 at ^{11:59} p.m. Exam will cover the first fiver chapters of your textbook. No proctor is necessary. You can use the text book, or any of your readings as a resource for formulating you answers. The detail of the exam will be explained when we meet in Wimba on March 10th. You will have until 11:59 p.m. on March 23, 2011 @ ^{11:59} p.m. to complete the exam. Submit as an attachment to an email message.

Module 6

Assignments M6A1 due by March 24, 2011 by 11:59 p.m.

Module 7

Assignments M7A1, M7A2 due March 31, 2011 by 11:59 p.m.

A REMINDER: To help in managing this assignment, place the two modules in one file and send through the file transfer hyperlink. A reminder: When saving a file with multiple assignments, label each assignment and each file accordingly. For example: A file should have the name of the module assignments - M7A1-M7A2. Thank you!

Module 8

Assignment due M8A1 due April 7, 2011 by 11:59 p.m.

Meet in Wimba 8 p.m. on Wednesday April 7, 2011, 2010.

Module 9

Assignments M9A1 due April 14, 2011 by 11:59 p.m.

Module 10

Assignment MA10, April 21, 2011 by 11:59 p.m.

Module 11

Assignments M11 due April 28, 2011 at 11:59 p.m.

This module has two assignments - M11A1 and M11A2. M11A1 is a summary and critique of the readings you did about the No Child Left Behind Act of 2002. Please submit the summary paper on the date above. M11A2 is the Discussion Board Conversation. This must be completed by the due date. The Discussion Board requires that you only add threads to the discussion. There is no written summary required (You do not need to submit a summary and critique to the file transfer hyperlink at the end of the module).

Module 12

FINAL PAPER due May 5, 2011 by midnight (paper is your final)
