

# 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:** ED370

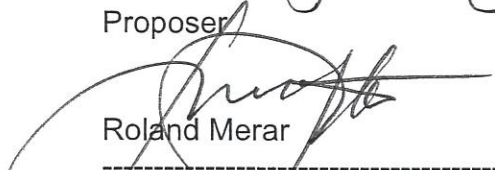
**Course Title:** Integrated Planning & Programs

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

The course guide has been updated to revise the Course Outline, Student Learning Outcomes, and Assessment for Student Learning Outcomes to reflect the changes of course content.

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 Amanda Angel-Diaz 5/20/2019


Proposer Date

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 Roland Merar 5/21/19

Department Chair Date

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 Adam Walsh 05.20.19

Language & Format Review Specialist Date

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 Ajani Burrell 5.21.19

Academic Council Chair Date

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 Charolette Cepeda 5/28/19

Dean of Learning & Support Services Date

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## 1. Department

School of Education

## 2. Purpose

The objective of this course is to give pre-service teachers an understanding of the rationale and methods for developing integrated, thematic-based curricula units. The knowledge gained from this course is utilized and further developed in all methodology and practicum courses. In addition, it is a requirement for all students pursuing a Bachelor of Science Degree in Education with an emphasis in Elementary Education, Early Childhood Education, Special Education, and Rehabilitation & Human Services.

## 3. Description

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

Required:

Wiggins, G & J. McTighe, *Understanding by Design*, 2nd ed., Virginia: ASCD, 2005.

Short, Deborah J, and Jana Echevarria, *Developing Academic Language with the SIOP Model*, Pearson, 2015.

Dean, Ceri B, et al. *Classroom Instruction that Works*, 2nd ed., ASCD, 2001.

Readability Level: Grade 12

Recommended: N/A

### B. Contact Hours

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

### C. Credits

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

### D. Catalogue Course Description

The course provides a comprehensive examination of the rationale and methods for curriculum planning including integrating curriculum content through the use of thematic approaches. It investigates the Interdisciplinary Thematic Unit (ITU) model and the concepts of yearlong units. It also examines current research on brain-based learning.

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Prerequisites: Granted Provisional Teacher Candidacy or by permission of the School of Education director. English Placement Level: EN 202. Math Placement Level: MA 132. This course is offered in the Fall and Spring semesters.

## **E. Degree or Certificate Requirements Met by Course**

This is a required course for all Bachelor of Science Degree in Education with an emphasis in Elementary Education, Early Childhood Education, Special Education, and Rehabilitation & Human Services majors.

## **F. Course Activities and Design**

The course is designed to incorporate lectures, presentations, projects, simulations, homework assignments, exams, quizzes, and the development of an integrated thematic unit.

## **4. Course Prerequisite(s); Concurrent Course Enrollment**

Prerequisites: Granted Provisional Teacher or by the permission of the director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132.

Concurrent Course Enrollment: ED 450, or granted permission by the director and instructor

## **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 3-credit hour course, textbooks, and instructional materials fee.

Cost to the College: Instructor's salary

Instructional Resources needed for the course include laptop, projector, whiteboard, Curriculum Resource Center (CRC) materials, photocopied materials, and various other consumable materials as necessary.

## **6. Method of Evaluation**

Student grades will be determined based on:

- 1.0. Attendance and Participation;
- 2.0 Integrated Thematic Unit Plan;
- 3.0 Center Presentation(s);

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4.0 Incidental Assignments;

5.0 Examinations; and

6.0 Presentations

NMC's grading and attendance policies will be followed.

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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 Introduction to integrated curriculum and Interdisciplinary Thematic Units (ITU)
- 2.0 Initiating an Interdisciplinary Thematic Unit (ITU)
  - 2.1 Interpreting state standards
    - 2.1.1 English Common Core State Standards
    - 2.1.2 Mathematics Common Core State Standards
    - 2.1.3 Next Generation State Standards
    - 2.1.4 CNMI PSS Social Studies State Standards
  - 2.2 Brainstorm integrated activities
- 3.0 Introduction to the National Core Teaching Standards
- 4.0 Shelter Instruction Protocol Observation (SIOP)
  - 4.1 Definition
  - 4.2 Social and academic language
  - 4.3 Advantages and disadvantages
- 5.0 Understanding by Design (UbD)
  - 5.1 Definition of backward design
  - 5.2 Stage 1: Identify desired results
  - 5.3 Stage 2: Determine acceptable evidence
  - 5.4 Stage 3: Plan learning experiences and instruction
- 6.0 Classroom Instruction That Works (CITW)
  - 6.1 Reviewing purposes of assessment
  - 6.2 Setting objectives and providing feedback
  - 6.3 Reinforcing effort and providing recognition
  - 6.4 Cooperative learning
  - 6.5 Cues, questions, and advance organizers
  - 6.6 Nonlinguistic representations
  - 6.7 Summarizing and note-taking
  - 6.8 Assigning homework and providing practice
  - 6.9 Identifying similarities and differences
  - 6.10 Generating and testing hypotheses
- 7.0 Learning Center
  - 7.1 Definition and purpose
  - 7.2 Age-Appropriate activities

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**8. Instructional Goals**

The course will introduce students to:

- 1.0 Acquire an understanding of curriculum;
- 2.0 Develop knowledge and age-appropriate learning opportunities;
- 3.0 Comprehend the concepts of standards and benchmarks
- 4.0 Engage in research-based classroom strategies

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**9. Student Learning Outcomes**

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

- 1.0 Develop an Integrated Thematic Unit (ITU)
- 2.0 Decipher state standards and benchmarks
- 3.0 Utilize the Understanding by Design (UbD) method
- 4.0 Facilitate an age-appropriate lesson using integrated activities
- 5.0 Create and present an age-appropriate learning center
- 6.0 Demonstrate effectively the use of research-based classroom strategies

**10. Assessment Measures of Student Learning Outcomes**

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

- 1.0 Integrated Thematic Unit Rubric
- 2.0 Simulation Rubric
- 3.0 Presentations
- 4.0 Exams
- 5.0 Reflections
- 6.0 Learning Center Rubric
- 7.0 Incidental assignments
- 8.0 Homework assignments
- 9.0 Quizzes

