Syllabus

Course Prefix/Number: EDE 4200

Course Title: Planning and Curriculum I

Course Credit Hours: 3

Lead Instructor Name and Contact Information:
Dr. Dana Boddy, Building 85 Room 164
Preferred method of contact: dboddy@uwf.edu
(850) 474-3417

Prerequisites/Corequisites: None

Course Description:
Designed to assist students to learn basic planning and instructional skills in preparation for teaching. Course also includes essential mathematics skills requisite to the Florida Teacher Certification Exam. Students will implement the knowledge gained through lower division content-specific courses and prepare for the methodological courses in the teacher education program.

Purpose of the Course:
This course is a requirement for the elementary and early childhood teacher preparation programs. This course is designed to acquaint students with the process of lesson planning, including writing behavioral objectives and implementing questioning techniques (Bloom’s Taxonomy). In addition, students will discuss a number of approaches to teaching and assessment including the use of technology.

The Empowered Person and Professional Making a Difference is theme of the Professional Education Unit conceptual framework. This theme focuses learning experiences on activities that permit the candidate to examine what he/she does and to take an active role in the instructional process. The subject matter, class activities, and skill development of this course were selected to assist your personal growth in one or more of the following Empowered Person and Professional Making a Difference characteristics: a) critical thinker, b) lifelong learner, c) counselor/mentor, d) decision maker, e) problem solver, and f) ethical/moral professional.

The State of Florida has responded to national and state initiatives in education reform and accountability by creating legislative policies relative to the preparation of educators. Florida's Uniform Core Curricula outline the knowledge, skills, and dispositions that candidates require to be successful in Florida's educational system.

To monitor your progress in this teacher preparation program, Key Assignments are required. Key Assignments are specific learning activities that directly relate to the course and program learning outcomes. A passing grade (70% or higher) is required on each of the student learning outcomes identified on the assignment in order to receive a grade for the course and advance in
the teacher education program. (Specific details are provided in your Teacher Education Handbook.)

**Program Student Learning Outcomes:**

1.3 Content: Draw upon human development/learning theories and concepts as the foundation or instructional planning for students.

2.2 Critical Thinker: Develop a repertoire of realistic projects and problem solving activities that will enable elementary/special students to improve their life skills and creative thinking abilities.

**Course Student Learning Outcomes:**

1. Students will produce behavioral objectives (learning outcomes), based on the Sunshine State Standards, plan and construct direct instruction lessons based on desired learning outcomes (written behavioral objectives).

2. Student will produce behavioral objectives (learning outcomes) based on the Sunshine State Standards and construct developmentally appropriate inquiry lesson (guided discovery, problem solving), demonstration (informal presentation), concept and direct instruction lessons for the elementary student (grade K-6) based on desired learning outcomes (written behavioral objectives).

3. Students will describe the advantages and disadvantages of various forms of assessment for the purpose of diagnosing student prior knowledge, formative and summative assessment of student achievement and for improving or modifying classroom instruction.

4. Students will identify various forms of assessment in conjunction with lesson planning.

5. Students will identify lesson activities that encourage children to use and allow teacher to assess higher level thinking skills (Bloom’s taxonomy)

6. Students will plan and construct lessons that are adapted for use in multicultural and linguistically varied classrooms.

7. Students will analyze and critique personal teaching skills for consistency with strategies and methods identified in the Sunshine State Standards and the Florida Educator Accomplished Practices.

**Course Alignments by Assessments, Outcomes, and Standards**

<table>
<thead>
<tr>
<th>Project Name and Assessment Tool</th>
<th>Conceptual Framework Outcomes (Characteristics)</th>
<th>Course SLOs</th>
<th>NCATE Standard</th>
<th>FEAPs</th>
<th>Subject Area Competencies and Skills</th>
<th>ESOL Performance Standards</th>
<th>Reading Endorsement Competencies &amp; Indicators</th>
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</thead>
<tbody>
<tr>
<td>Direct Instruction Lesson Plan</td>
<td>Critical Thinker</td>
<td>1</td>
<td>1b</td>
<td>8.2, 10.1, 10.4, 10.10</td>
<td>47.4.1, 60.5.2, 60.18.2, PEC 00.1.1, 00.10.1, 00.10.2, 00.10.3, 00.14.2</td>
<td>6.6</td>
<td>n/a</td>
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<thead>
<tr>
<th>Lesson Plan</th>
<th>Critical Thinker, Decision Maker, Problem Solver</th>
<th>2, 3, 5, 6</th>
<th>1b</th>
<th>2.8, 4.1, 5.5, 8.2, 10.1, 10.4, 10.10, 12.6</th>
<th>60.5.2, 60.22.2, 60.24.6, 60.24.7, 60.25.1, 60.25.2, 60.27.1, 60.27.2, 60.27.3, 60.31.2</th>
<th>n/a</th>
<th>n/a</th>
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<tbody>
<tr>
<td>Guided Discovery Lesson</td>
<td>Plans and data from experiments</td>
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<td>Informal Presentation Lesson Plan</td>
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<td>Concept Lesson Plan</td>
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<td>Examination</td>
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<tr>
<td>Micro-Teaching &amp; Critique</td>
<td>Lifelong learner</td>
<td>7</td>
<td>1b</td>
<td>3.3, 3.10, 10.2</td>
<td>60.5.2, 60.18.2, 60.28.4, 60.28.5, 60.31.2</td>
<td>n/a</td>
<td>n/a</td>
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Topics Covered:
1. Writing objectives based on Sunshine State Standards and benchmarks
2. Research Based Lesson Planning
3. Foundations for Higher Order Thinking - Bloom’s Taxonomy
4. Direct Instruction
5. Guided Discovery
6. Informal Presentation
7. Assessment: Creating, Identifying valid and reliable assessments
8. Planning for children with special needs (ESOL, multicultural, special ed.)
9. Psychological and Philosophical Views that influence planning

Tentative Schedule: See End of Document

Texts: None


References/Bibliography:
http://www.teach-nology.com/teachers/lesson_plans/interdisciplinary/
http://atozteacherstuff.com/Lesson_Plans/Thematic_Units/index.shtml
http://jc-schools.net/tutorials/interactive.htm

Grading/Evaluation System:

Course Requirements and Course Grade Determination:

1. Construct a Direct Instruction lesson plan in selected content areas to include mathematics, language arts, social studies and science. Students will have the opportunity to revise this first plan for full points. (First submission Lesson plan is worth 8% (revision will not change this part of grade); Revised Lesson plan is worth 12%)
20% of Total Grade The revised lesson plan will be submitted and graded in TK20.

Note: Key Assignments must be submitted in TK20. You must earn 70% or better on the identified student learning outcomes of this assignment to pass this course and continue in this Teacher Education program.

2. Construct a Guided Discovery lesson plan in science content area.
15% of Total Grade
Prelesson data collection for the Guided Discovery lesson plan.
5% of Total Grade
3. Construct an Informal Presentation in social studies content area. Lesson is to include specific ESOL adaptations (include appropriate ancillaries to promote ESOL learning, vocabulary assistance, attention to academic language proficiency) 15% of Total Grade

4. Teaching experience using the Direct Instruction Lesson Plan in class. (online classes will submit video tape or other media teaching a small group of students). Reflective evaluation and video (if applicable) will be submitted to instructor. Students will include ESOL adaptations and represent at least one specific ESOL strategy during lesson. Students should submit a one page reflective document as part of the teaching grade. 10% of Total Grade.

5. Exam based on text and class discussion. 10% of Total Grade

6. Final Lesson Plan: Construct a Concept Lesson Plan (Guided Discovery or Direct Instruction format) in selected content area to include mathematics, language arts, social studies and science: Concept Lesson Plan. 15% of Grade

7. Participation in class discussions and activities 10% of Grade. Discussions and assignments other than those accounted for in 1-6 will be your participation grade. Late work is not accepted for a grade. Late work may receive feedback information only.

Grading Criteria

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<th>Grade</th>
<th>Percentage</th>
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<td>93 - 100</td>
<td>A</td>
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<td>90 - 92</td>
<td>A-</td>
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<td>83 - 86</td>
<td>B</td>
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<td>80 - 82</td>
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<td>70 - 72</td>
<td>C-</td>
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<td>67 - 69</td>
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<tr>
<td>66</td>
<td>D</td>
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Special Technology Utilized by Students:

Each UWF Student is expected to:

- activate a UWF Gmail email account
- access email two to three times weekly
- have basic word processing knowledge
- purchase and activate a TK20 Account

Optional Course Technology

If course is online:

100% of the course work requires use of software available from an ArgoNet-enabled computer or equivalent. This course does not require any on-campus meetings.

If course is face-face:
High 67%-99% of the course work requires use of software available from an ArgoNet-enabled computer or equivalent.

Plagiarism Policy:  (Word Format) | (PDF Format) | (RTF Format)

Student Handbook: (PDF Format)

Statement of the University Policy on Academic Conduct: The Student Code of Conduct sets forth the rules, regulations and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student’s responsibility to read the Student Code of Conduct and conduct themselves accordingly. You may access the current Student Code of Conduct at http://www.uwf.edu/judicialaffairs.

Expectations for Academic Conduct/Plagiarism Policy: Academic Conduct Policy: (Web Format) | (PDF Format) (RTF Format)

Assistance: Students with special needs who require specific examination-related or other course-related accommodations should contact the Student Disability Resource Center (SDRC), sdrc@uwf.edu, 850.474.2387. SDRC will send an email to the instructor that specifies any recommended accommodations.

UWF TurnItIn notice: UWF maintains a university license agreement for an online text matching service called TurnItIn. At my discretion I will use the TurnItIn service to determine the originality of student papers. If I submit your paper to TurnItIn, it will be stored in a TurnItIn database for as long as the service remains in existence. If you object to this storage of your paper:

1. You must let me know no later than two weeks after the start of this class.
2. I will utilize other services and techniques to evaluate your work for evidence of appropriate authorship practices.

Syllabus Notice of Change: Although this syllabus is intended for multiple audiences and incorporates the minimum course criteria, the content of this syllabus may change based on individual instructor’s specifications. Any modifications to this syllabus will be announced during the first week of the semester.