**Course Prefix/Number:** EDE 6206, EDM 6235, ESE 6217, EEC 6263, EEX 5085

**Course Title:** Integrated Curriculum

**Course Credit Hours:** 3 hrs

**Instructor Name and Contact Information:**
Dr. Christine R. Ogilvie  
University of West Florida  
Building 85/173  
Office: (850) 474-3460  
cogilvie@uwf.edu

**Office Hours:** By appointment and telephone. The best way to contact me is via email.

**Prerequisites/Co-requisites:** See individual course descriptions.

**Course Descriptions:**

- **EDE 6206 Integrated Curriculum:** An advanced curriculum course for graduate elementary level education students. Class format is 100% online that combines classroom instruction and student engagement focusing on integration of the content areas. This course will provide practical knowledge for blending content areas to maximize student learning and to prepare teachers to meet the needs of all of their students across the curriculum. For students focusing on elementary level education, all assignments will reflect knowledge, understanding and usage of major concepts, principles, theories, and research related to the development of children and young adolescents as well as the ability to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. At the elementary level, this includes reading, writing, and oral language, science, mathematics, social studies, the arts, health education, and physical education. Additionally, students focusing on elementary level education will demonstrate the ability to integrate and apply knowledge for instruction, adapt to diverse students, promote the development of critical thinking and problem solving and active engagement in learning, and utilize communication to foster collaboration. Students will demonstrate the above competencies through the successful completion of a Collaborative Interdisciplinary Unit, individual lessons plans utilizing differentiated instruction, a Best Practices research paper and presentation, and a reflective blog analysis. Additionally, students will participate in threaded discussions throughout the course of the semester.

- **EDM 6235 Integrated Curriculum:** Advanced curriculum course for graduate middle level education students. Class format is 100% online that combines classroom instruction and student engagement focusing on integration of the content areas. This course will provide practical knowledge for blending content areas to maximize student learning and to prepare teachers to meet the needs of all of their students across the curriculum. For students focusing on middle school level education, all assignments will focus on understanding and analyzing the major concepts, principles, theories, and research related to young adolescent development and the application of such. This also includes middle level curriculum and assessment, middle level teaching fields, and middle level instruction and assessment. Students will demonstrate the above competencies through the successful completion of a Collaborative Interdisciplinary Unit, individual lessons plans utilizing differentiating
instruction, a Best Practices research paper and presentation, and a reflective blog analysis. Additionally, students will participate in threaded discussions throughout the course of the semester. Admission to Teacher Education is required.

- **ESE 6217 Integrated Curriculum** - Advanced curriculum course for graduate secondary education students. Class format is 100% online that combines classroom instruction and student engagement focusing on integration of the content areas. This course will provide practical knowledge for blending content areas to maximize student learning and to prepare teachers to meet the needs of all of their students across the curriculum. For students focusing on the secondary level, students will demonstrate the above competencies through the successful completion of a Collaborative Interdisciplinary Unit, individual lessons plans utilizing differentiated instruction, a Best Practices research paper and presentation, and a reflective blog analysis. Additionally, students will participate in threaded discussions throughout the course of the semester. Prerequisite: ESE 6215.

- **EEX 5085 Integrating Curriculum and Instruction** - Class format is 100% online that combines classroom instruction and student engagement focusing on integration of the content areas. This course will provide practical knowledge for blending content areas to maximize student learning and to prepare teachers to meet the needs of all of their students across the curriculum. Special Educators at all levels are often called upon to be content experts in many areas while also providing accommodations and modifications for diverse students. For students focusing on special education, all assignments will focus on demonstrating knowledge of models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies as well as how to foster environments supportive of continuous instructional improvement. Students will demonstrate the above competencies through the successful completion of a Collaborative Interdisciplinary Unit, individual lessons plans utilizing differentiated instruction, a Best Practices research paper and presentation, and a reflective blog analysis. Additionally, students will participate in threaded discussions throughout the course of the semester.

- **EEC 6263 Early Childhood Education Integrated Curriculum Development and Instruction/Early** - Class format is 100% online that combines classroom instruction and student engagement focusing on integration of the content areas. This course will provide practical knowledge for blending content areas to maximize student learning and to prepare teachers to meet the needs of all of their students across the curriculum. For students focusing on the early childhood education level, all assignments will focus on the implementation of a curriculum that is consistent with its goals for children and promoting learning and development in the social, emotional, physical, language, and cognitive areas. Additionally, the assignments completed by students focusing on the early childhood education level, will include developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the program’s curriculum goals. Furthermore, students focusing on the early childhood education level will be able to demonstrate support to families’ diverse needs and interests through education, knowledge, and professional commitment. Students will demonstrate the above competencies through the successful completion of a Collaborative Interdisciplinary Unit, individual lessons plans utilizing differentiated instruction, a Best Practices research paper and presentation, and a reflective blog analysis. Additionally, students will participate in threaded discussions throughout the course of the semester. At least one course in early childhood education is required. Prerequisite: EEC 3704.
Purpose of the Course:
The Empowered Professional Making a Difference is the theme of the Professional Education Unit conceptual framework. This theme focuses learning experiences on activities that permit the teacher 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 the following Empowered Professional Taking Action 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 teachers. Florida’s Uniform Core Curriculum including the Florida Educator Accomplished Practices, Sunshine State Standards, Subject Area Competencies & Skills, ESOL Performance Standards, and Reading Competencies outline the knowledge, skills, and dispositions that teachers and students require to be successful in Florida’s educational system. Within diverse learning environments, teachers require skills in and knowledge of classroom management techniques. This is a critical curriculum and methods course to determine different strategies to connect and interrelate with the various disciplines. The Florida department of education has recommended an integrated course to connect discipline-based content and methodology.

Student Learning Outcomes:
Upon conclusion of this course, students will:
1. demonstrate knowledge of best practices in the content area and how these relate to other content areas evidenced by the successful completion of a Best Practices research paper and presentation.

2. demonstrate knowledge of Florida’s Accomplished Practices, Florida’s Sunshine State Standards and specific grade level (ACEI, NAEYC, CEC, NMSA) standards as well as select national standards (NBPTS) evidenced by the successful completion of a Collaborative Interdisciplinary Unit.

3. demonstrate knowledge of differentiated instruction and multiple learning styles demonstrated by the successful completion of 3 lesson plans.

4. demonstrate the ability to be a critical thinker, problem solver, ethical/moral professional, and decision maker evidenced by the successful completion of class threaded discussions.

Program Student Learning Outcomes:
Upon conclusion of this course, the student will demonstrate the ability to:

1.3 Articulate and apply the content and practices central to the areas of specialization.

2.1 Explore the current literature related to problem solving and critical thinking and design activities that will enable students to improve their creative thinking abilities.

5.1 Use emergent instructional technology hardware and software to manage, evaluate, and improve instruction.

6.2 Act as a student advocate by seeking information about students’ culture, home situations and backgrounds, and use the community to provide a variety of experiences.
## Project Name & Assessment Tool

<table>
<thead>
<tr>
<th>Project Name &amp; Assessment Tool</th>
<th>Conceptual Framework Outcomes (Characteristics)</th>
<th>Course SLOs</th>
<th>Program SLOs</th>
<th>NCATE Standard Addressed</th>
<th>FEAPs Addressed</th>
<th>Specialty Areas Addressed</th>
<th>NBPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Interdisciplinary Unit</td>
<td>Ethical / Moral Professional</td>
<td>2, 3, 4, 5</td>
<td>1.3; 5.1</td>
<td>1c</td>
<td>2, 4, 5, 7, 10</td>
<td>NAEYC: 2, 3</td>
<td>2</td>
</tr>
<tr>
<td>Best Practices Project &amp; Presentation (Key Assignment)</td>
<td>Critical Thinker</td>
<td>1</td>
<td>2.1</td>
<td>5, 8, 12</td>
<td>CEC: 2</td>
<td>NMSA: 4, 5</td>
<td></td>
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<tr>
<td>Final Reflective Analysis</td>
<td>Decision Maker; Problem Solver</td>
<td>6</td>
<td>6.2</td>
<td>5, 9, 10, 12</td>
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<td>4</td>
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### Resources for State and National Standards:
- Florida Educator Accomplished Practices (FEAPS)
- Sunshine State Standards (SSS)
- Council for Exceptional Children Standards for Professional Practices in relation to Persons with Exceptionalities and Their Families (CEC)
  - [http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/Professional_Stand.htm](http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/Professional_Stand.htm)
- National Board for Professional Teaching Standards (NBPTS)
  - [http://www.nbpts.org](http://www.nbpts.org)
- Early Childhood Program Standards (NAEYC)
- Middle School: Master Level Teacher Preparation Standards (NMSA)
- Association for Childhood Education International Elementary Education Standards (ACEI)

### Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics Covered</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Integrated Curriculum and Interdisciplinary Thematic Units</td>
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<tr>
<td>2</td>
<td>Understanding Your Students</td>
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<tr>
<td>3</td>
<td>Adapting for Individual Differences</td>
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<tr>
<td>4</td>
<td>Backwards Design: Beginning with the End in Mind</td>
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<tr>
<td>5</td>
<td>Initiating an Interdisciplinary Thematic Unit</td>
</tr>
<tr>
<td>6</td>
<td>Initiating an Interdisciplinary Thematic Unit</td>
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<tr>
<td>7</td>
<td>Developing Objectives</td>
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<tr>
<td>8</td>
<td>Assessing Student Learning; What Does a Good Rubric Look Like?</td>
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<tr>
<td>9</td>
<td>Evaluating Student Progress</td>
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<tr>
<td>10</td>
<td>Building Culturally Responsive Family – School Partnerships: Essential Beliefs, Strategies, &amp; Skills</td>
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<tr>
<td>11</td>
<td>Finalizing ITU’s</td>
</tr>
<tr>
<td>12</td>
<td>Finalizing ITU’s</td>
</tr>
</tbody>
</table>
Texts:
1. Integrated Curriculum – A Custom Pearson Textbook created by the instructor

2. TK20 Subscription (One time purchase for all courses) available directly at
   http://uwf.tk20.com or through the UWF campus bookstore - Student Access Kits (ISBN 0-
   9774408-1-8). If you have had no prior experience with TK20 and have questions, please
   contact Dr. Richard Faessel (TK20 administrator) at rfaessel@uwf.edu. MUST BE
   PURCHASED by MIDTERM.

Course Requirements & Grade Determination:
*All assignments must be submitted to the appropriate drop box for evaluation.

   (PowerPoint) - Students will be required to extensively research best practices associated with
   their content area (i.e. elementary areas, high school chemistry, middle school mathematics)
   and construct a PowerPoint presentation based on a brief traditional research paper on the
   exemplary practices they find. You should search online scholarly and peer reviewed journals in
   your field. Examples of best practices in the classroom to help you do an effective presentation
   will be available. TK20 KEY ASSIGNMENT

2. Individual Lesson Plan Utilizing Differentiated Instruction (100 pts) - You will be required to
   individually plan and develop three direct instruction lesson plans to be included in your
   interdisciplinary unit based on your content area or the area you and your partner negotiate. The
   lesson plan format will be prescribed by the instructor. Former examples of exemplary lesson
   plans will be provided. The final product should be saved as a Microsoft Word document. There
   is not a page limit to this project, since resource availability varies by discipline. A qualitative
   professional analysis, based on a rubric, will be used to grade this project. Students will present
   their lesson plan to the class in the discussion section.

3. Collaborative Interdisciplinary Unit (300 pts) - You will be required to plan and develop an
   interdisciplinary unit with at least one colleague. I will provide exemplars for you to review and gain an understanding of the
   requirements. The final product should be saved as a PowerPoint with presentation notes
   attached. There is not a slide limit to this project, since resource availability varies by discipline.
   A qualitative professional analysis, based on a rubric, will be used to grade this project.
   Students will submit their interdisciplinary unit to their peers in the discussion section under the
   appropriate topic as a PowerPoint. Examples will be provided to guide you through this process.

4. Reflections: (200 pts) - You will provide class reflections twice during the semester. The first
   will serve as the “midterm exam” and the send will be the final. The reflections should be two
   pages in length and include the following:
   - Content
   - Mode of Delivery
   - Frustrations
   - The one thing I can take to my classroom is …

5. Rubrics: (100 points) – You will be creating rubrics for a lesson, project, or activity you are
   including in your units.
6. Concept Wheels: (100 points) – As a group, you will be creating a concept wheel for your unit.

7. Adaptations: (100 points) – You will be designing accommodations to meet the meets of a general education student and a student with a disability.

8. Class Discussions (100 pts) - You will be graded for your class participation during the entire semester throughout the threaded discussions. Your participation grade is based on active involvement for every assignment and discussion session. Your participation in the discussions includes reading what your classmates have posted in a timely manner and responding to classmates discussion entries. Further directions for collaborative activities are provided within the content of the course.

Grading Criteria (points earned):
A  90% or more
B  80 – 89%
C  70 – 79%
D  60 – 69%
F  Below 50%

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.

Special Technology Utilized by Students:
Each UWF Student is expected to:
- activate a UWF ArgoNet email account
- access email two to three times weekly
- have basic word processing knowledge
- purchase and activate a TK20 account

Expectations for Academic Conduct/Plagiarism Policy: Academic Conduct Policy: 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.

Assistance for Individuals with Special Needs: 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.

**References/Bibliography:**


