

Education 401 Early Childhood and Middle School Curriculum**Credit Hours:** 3**Scheduled hours per week**

Lecture: 3

Lab: 6

Catalog Course Description:

The analysis and application of various curriculum design, instructional strategies, and planning models for Early and Middle Childhood teachers. Cooperative learning and the application of technology in the classroom are emphasized.

Prerequisites: EDUC 330 AND EDUC 330L, Admission to Teacher Education Program**Co-requisites:** Education 401L**Course learning Outcomes:**

1. Distinguish the major curricular patterns utilized in pre-, primary and middle school. (WVPTS 1D, 2A, 3A, 3B, 3D, 3F) (InTasc 1,4,7) (ACEI 1.0) (PRAXIS 5622 I. A.1, A.4, A.5, B.1, B.4, C.4, II. A.3, A.5, B.1, B.2, B.11, B.12, C.4, D.1) (CAEP 1.1, 1.3) (Assessment: Exam)
2. Identify, analyze, and evaluate data essential for planning, design, and implementation of instruction. (WVPTS 1C, 1D, 1E, 2A, 2C, 3A, 3C, 3D, 4A, 4B, 4C, 4D) (ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5) (PRAXIS 5622 II. A.5, III. A.1, A.2, A.3, A.4, A.5, A.6, B.1, B.2, B.3, B.4, B.5) (ISTE 2a) (CAEP 1.1,1.2, 1.3) (Assessment: Teacher Performance Assessment)
3. Define and plan learning goals and objectives that complement curriculum. (WVPTS 1B, 1C, 1D, 2A, 2C, 3C, 3D) (InTasc 3,4,7) (ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5) (PRAXIS 5622 I. B.5, B.6, II. A.2, A.3, A.4, A.5, B.8, B.9, B.10, B.11, B.12, III. A.2, A.3, A.4) (ISTE 1c, 2b) (CAEP 1.1, 1.2 1.3) (Assessment: Teacher Performance Assessment)
4. Identify and implement various models and strategies for delivering instruction that meet learning outcomes, including the use of media and technology. (WVPTS 1B, 1C, 1D, 1E, 2A, 2F, 3A, 3C, 3D, 3E, 5C) (InTasc 4, 7, 8, 9) (ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5) (PRAXIS 5622 I. A.2, A.3, A.4, A.5, B.1, B.2, B.3 B.4, B.5, B.6, C.1, II. A.2, A.3, A.5, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9, B.10, C.3) (ISTE 1a, 1b, 2a, 2b) (CAEP 1.1, 1.3, 1.5) (Assessment: Exam)
5. Identify and develop instructional plans that incorporate learner characteristics, learning goals/objectives that are congruent with intended curricular and learning outcomes. (WVPTS 1A, 1B, 1C, 1D, 2A, 2B, 2C, 2E, 3A, 3B, 3C, 3D) (InTasc 5,6,7,9) (ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5) (PRAXIS 5622 I. A.4, A.5, B.1, B.2, B.3, B.4, B.5, B.6, D.2) (ISTE 2A, 2b) (CAEP 1.1, 1.3, 1.4) (Assessment: exam)
6. Incorporate variables of classroom climate that enhance effective teaching and learning into instructional plans. (WVPTS 1B, 1C, 1D, 2B, 2C, 2D, 2E, 2F, 3B, 3C, 3D, 3F, 5C) (InTasc 1,2,3,6) (ACEI 5.2) (PRAXIS 5622 I. C.2, C.4, II. A.4, A.5, A.6, B.9, B.10, B.12, C.3, C.4, C.5, D.3, III. A.3, A.4, A.5, A.6) (ISTE 1d, 2b) (CAEP 1.1, 1.3, 1.4) (Assessment: Lesson Planning Assessment)
7. Prepare, execute, and evaluate introductory and developmental lessons appropriate for primary and middle school settings. (WVPTS 1A, 1B, 1C, 1D, 2A, 2D, 2F,3A, 3B, 3C, 3D, 3E, 4C) (InTasc 5, 6, 7) (ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5) (PRAXIS 5622 I. C.2, C.3, C.4, II. A.4, A.5, A.6, A.7, B.4, B.5, B.7, B.8, B.9, B.10, B.12, C.1, C.2, C.4, C.5, D.3, III. A.1, A.2, A.3, A.4, A.5, A.6, B.1, B.2, B.3, B.4, B.5); ISTE 1b) (CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 2.1) (Assessment: Exam)
8. Integrate appropriate methods and strategies for the evaluation of curricular and instructional effectiveness. (WVPTS 1A, 1B, 1D, 1E, 3C, 3E) (InTasc 1) (ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5) (PRAXIS 5622 II. A.1, A.2, A.3, A.4, A.5, A.6, A.7, III. A.1, A.2, A.3, A.4, A.5, A.6, B.1, B.2, B.3, B.4, B.5) ISTE 1b, 1c) (CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 2.1) (Assessment: Exam)

9. Apply basic statistical techniques to interpret student performance. (WVPTS 1D, 1E, 3C, 3E, 4A, 4B, 4C, 4D) (InTasc 1) (ACEI 4.0) (PRAXIS 5622 I. B.1, B.2, B.3, B.4, B.5, B.6, III. B.2, B.2, B.4, B.4, B.5) (ISTE 1c) (CAEP 1.1, 1.2, 1.3, 1.5,) (Assessment: Class Assignment, Exam)
10. Plan instructional units including unit tests with a variety of test items. (WVPTS 1A, 1B, 1C, 1D, 1E, 3A, 3D, 3E7); (InTasc 4,6,7); (ACEI 1.0, 3.1, 3.2, 3.4, 3.5); (PRAXIS 5622 II. A.1, A.2, A.3, A.4, A.5, A.6, A.7); (ISTE 1c)(CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 2.1) (Assessment: Class Action Research)
11. Understand the importance of being a contributing member of a cooperative team in the work world both now and in the future. (WVPTS 1B, 1D, 2A, 2B, 2C, 2D, 2E, 2F, 3B, 3C, 3F, 4C, 5C); (InTasc 2, 3, 10); (ACEI 5.1, 5.2); (PRAXIS 5622 I. B.1, B.2, B.3, B.4, B.5, B.6, C.2, C.3, C.4, II. B.6, B.7, C.5); (ISTE 1d) (CAEP 1.1, 1.2, 1.3, 1.5, 2.1) (Assessment: Exam)
12. Understand and apply the principles of cooperative learning and teaming. (WVPTS 1B, 1D, 2A, 2B, 2C, 2D, 2E, 2F, 3B, 3C, 3F, 5C); (InTasc 2, 3, 7, 8, 9); (ACEI 3.1, 3.2, 3.3, 3.4, 3.5); (PRAXIS 5622 I. A.4, B.1, B.3, B.4, B.5, B.6, III. C.3); (ISTE 1b, 1c, 1d) (CAEP 1.1, 1.3) (Assessment: Project)

Topics to be studied:

1. Partnership Education Center (PEC) experience to select, prepare and modify instructional materials and resources.
2. Integration of technology into instructional approaches.
3. Action Research Project.
4. A practicum in a local elementary school.
5. Plan, teach and evaluate lessons and assess instructional effectiveness during the practicum experience.
6. Plan and teach a recorded lesson.
7. Class procedures will include cooperative learning groups, role-play, presentations, projects and the preparation of instructional units.
8. Learn and apply the principles of cooperative learning by participating as a member of a cooperative team.

Relationship of course to program or Discipline Learning Outcomes:

This course focuses on planning skills which are exercised both in class and in the practicum. Interpersonal skills and decision-making skills will be exercised in cooperative learning groups and in interaction with school personnel. Decision-making and professional commitment are developed through the practicum and in-class activities. Cultural diversity is integrated throughout the course. Cooperative learning and the application of technology in the classroom are emphasized.

Relationship of Course to General Education Learning Outcomes:

Composition and Rhetoric Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.	X
Science & Technology Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.	
Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	
Society, Diversity, & Connections Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	X

Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.	
The Arts & Creativity Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.	
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Special projects or requirements of the course:

1. Multicultural Presentation in Livetext
2. Action Research Project in Livetext
3. Technology Project in Livetext
4. Field Experience Journal Summary in Livetext
5. Personal Data Pamphlet
6. West Virginia Performance Teacher Assessment Task 7 in Livetext
7. PIES Analysis (Cooperative Learning)
8. Lesson Plans submitted in Livetext
9. Sponge Activity
10. Grade Book Project
11. Final (Summative Project or Exam)
12. Review the application process for student teaching
13. Admission to Student Teaching in Livetext

Additional information:

NA

Prepared by: David Lancaster and Stevie Slone**Date:** December 12, 2017