“Let us ... move on to maturity.” *Hebrews 6:1*

**EDU 606 Section 40E & 41E**  
**Integration of Content Curriculum  Spring 2013**  
**Dr. Liesa Weaver**  
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**Office Hours:** Tuesday 1-5 p.m., Wednesday 1-5 p.m., and Thursday 1-5 p.m.

**CLASS DESCRIPTION:** 100% Online

**CATALOG DESCRIPTION:**  
Components from *language arts, social studies, science and math* will be included. Integrating each of these subjects through discovery, hands-on experiences and problem solving, as well as, assessment are emphasized. The scope and sequence of the state curriculum and Common Core State Standards is examined with an emphasis placed on the development of concepts and generalizations appropriate for the student. (3 hours)

**MATERIALS:**  

**All Common Core Frameworks and/or Curriculum Frameworks for the grade level you teach in each curricular area.**

**NATURE OF COURSE CONTENT:**  
This course addresses the essential nature of concept-based curriculum, the standards movement, and integration of content curriculum. Through individual, small group and class activities, students will examine the integrated, concept-based model of curriculum for:  
(1) taking thinking beyond the facts to facilitate deep understanding and transfer of knowledge;  
(2) systematically developing a conceptual schema in the brain to handle new information; and  
(3) meeting higher academic standards (performance or outcomes).
LEARNING OUTCOMES:
After completing this course the student should be able to:
1. Articulate the differences between topical & concept-based models of curriculum and instruction; (ACEI STANDARD 1)
2. Recognize the critical components for a concept-process design; (ACEI 2.8)
3. Design integrated concept-process units of instruction; (ACEI 3.1)
4. Align standards from various instructional disciplines within integrated instruction; (ACEI 2.8)
5. Design, implement & evaluate assessment for integrated, concept-based curriculum; and
6. Define the various models of content integration. (ACEI 3.1-3.5)

METHODS OF INSTRUCTION:
Online individual and group discussions and technology (D2L and TK20) will serve as the vehicles used to facilitate learning in this course.

PREREQUISITES:
Undergraduate degree and admission status from the Graduate School and (EDU 640).

COURSE REQUIREMENTS:
To successfully complete this course, the student should:
1. Communicate as directed via D2L by checking news each day and responding accordingly
2. **Read each chapter in the text** and respond to questions and activities assigned by the instructor; Upload answers to D2L; Use a 12 font and 150-250 words per act. or question. Chapter assignments are due on Tuesday by 12 midnight.
3. Create a Unit Design on a PowerPoint which includes a slide explaining each item on the Unit Rubric and a Name & Title Slide; Rough Draft due to D2L on April 23, 2013. Final copy due to D2L and TK20 on May 7, 2013. See samples on D2L under Content.
4. Participate in the discussion board activities on D2L. Students should author a response for each question, respond to two other classmates for each question, and **read all classmates’ responses**. You have two weeks to complete discussion on each question. The discussion board also includes a Virtual Discussion Board, where you can post questions you have about an assignment, etc. and receive an answer from a classmate that may be having the same problem.
5. Design one lesson plan of instruction that is aligned to your Unit Design. This is not the same as your Rich Culminating Assessment Task. WCU Lesson Plan format will be posted on D2L. Make sure your lesson plan ties back to the KDB and the Broad Based Standards. Your lesson plan should be added to the end of your PowerPoint for your Unit Design.
6. View the “Weaver Video” under Content on D2L and outline the steps for developing an Integrated Unit Design. (A Basic Outlining handout is available under content on D2L.)
7. Choose 3 of the “Backwards Design” Videos under content and answer the following questions: What did I learn new? What changes will I make in my classroom? How can this benefit learners?

8. Grade Sample Unit Designs using the rubric under Content on D2L.

9. Participate in the Virtual Classroom Discussion Board when you have a question or concern before calling the instructor.

10. View weekly videos, write a reflection answering the following questions: What did I learn new? What changes can I make in my classroom? How can this benefit learners?, upload to D2L each week.

11. Read the Epilogue on pages 152-157. Explain how integrated curriculum is changing in the 21st century and give details of what it would take to implement this type of curriculum in your school.

12. Complete the class reflection at the end of the course. It can be found on D2L at the bottom of the Dropbox.

METHOD OF EVALUATION:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Chapter Questions and Activities (10 pts. each)</td>
<td>60</td>
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<tr>
<td>Discussion Board Individual Responses (15 pts. each)</td>
<td>75</td>
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<tr>
<td>Read all Responses on Discussion Board</td>
<td>25</td>
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<tr>
<td>Rough Draft of Unit Design</td>
<td>40</td>
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<tr>
<td>Unit Design on PowerPoint (Counts double 40 X2)</td>
<td>80</td>
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<tr>
<td>Lesson Plan (1 @ 20 points each)</td>
<td>20</td>
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<tr>
<td>Weaver Video</td>
<td>50</td>
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<tr>
<td>Backwards Design Videos</td>
<td>30</td>
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<tr>
<td>Grade Sample Unit Designs</td>
<td>40</td>
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<tr>
<td>Class Reflection</td>
<td>10</td>
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<tr>
<td>First Slide Video</td>
<td>10</td>
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<tr>
<td>Horizontal/ Vertical Video</td>
<td>10</td>
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<tr>
<td>KDB, Essen. Questions, Web Video</td>
<td>10</td>
</tr>
<tr>
<td>Culminating Assessment Video</td>
<td>10</td>
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<tr>
<td>Epilogue Writing</td>
<td>35</td>
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<td><strong>TOTAL</strong></td>
<td><strong>525</strong></td>
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GRADING SCALE:
Each student’s final course grade will be issued according to the following scale:

- A = 90-100 % = 473 - 525 points
- B = 80-89% = 420 - 472 points
- C = 70-79% = 368 – 419 points
- F = 69% = 367 or below points
All assignments are to be turned in by the required deadline. **Points will be deducted** for assignments turned in late. **Each day an assignment is late counts one point.** **Attendance is recorded, although we do not meet class.** If your assignment is not in the dropbox by the due date and time, not only are points deducted when you upload your assignment, but you are counted absent. It is critically important to upload assignments in a timely manner.

**NOTE:**
Students desiring to drop or withdraw from a course must do so formally in order to avoid academic and financial penalties, and should contact the office of the director of graduate studies or dean of the school for the proper procedure. **STUDENTS SHOULD ALSO CONTACT THE INSTRUCTOR FOR THIS COURSE AS A MATTER OF COURTESY.** A grade of “I” must be requested **IN WRITING**; otherwise, a grade of “F” will be given.

**ACADEMIC INTEGRITY/ACADEMIC DISHONESTY:**
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, **The Redbook.**

**ADA STATEMENT:**
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact the following:

**Hattiesburg Campus:** Ms. Brenda Waldrip, 601-318-6188, Student Services Office in Lawrence Hall.

**Tradition Campus:** Mr. Jerry Bracey, 228-702-1802.

**Keesler Center:** Ms. Amanda Knesal, 228-376-8480.

**New Orleans campus:** Dr. Arnold Arredondo, 504-286-3296, William Carey University Nursing Building.

**DISASTER PLAN STATEMENT:**
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website [http://wmcarey.edu](http://wmcarey.edu), and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at [https://elearning.wmcarey.edu](https://elearning.wmcarey.edu). For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at [http://wmcarey.edu/saderwatch](http://wmcarey.edu/saderwatch).
IMPORTANT!!! IMPORTANT!!!!!
As you work through the discussions and activities, choose a relevant grade level and set of standards and use them for all the activities in the chapters. The activities in each chapter are intended to build on each other. If one engages in the activities from chapter to chapter, most of the pieces for your Unit Design will be completed.

EDU 606 Section 42E
TOPICS & CHAPTER ASSIGNMENTS

Week 1
1) Review Syllabus, D2L, Vocabulary Sheet & Rubrics on D2L under Content

Due Mar. 5
2) Read Chapter 1: What is Interdisciplinary Curriculum?
   Chapter Question 4 and Act. 1
3) Choose 3 Backwards Design Videos to view and write up a reflection. Include the following questions: What did you learn? How can you use the information in your classroom?

Week 2
1) Read Chapter 2: Accountability and Two-Dimensional Thinking
   Chapter Activities 4, & 5

Due Mar. 19
2) View First Slide Video; reflect on what you learned (100-150 words) and how it will help you develop your Unit Design.
3) Upload your first slide to D2L which should include your Topic of Unit, Concepts/Big Ideas, Grade Level, Your Name, Course #, Instructor’s Name, and Trimester for feedback. Pay close attention to feedback that you will receive and make corrections.
4) Discussion Board Question #1.

Week 3
1) Read Chapter 3: Snapshots of Exemplary Integrated Programs
   Chapter Questions 1 & 2;

Due Mar. 26
2) Grade sample units using rubric under content on D2L. Type up findings including a score for each item and strengths and weaknesses.
3) View Weaver Video; Use the Basic Outlining Handout on D2L under content and outline the steps that were discussed in the Weaver Video.

Week 4
1) Read Chapter 4: Doing the Groundwork for Interdisciplinary Curriculum

Due April 2
2) Chapter Activities #1, 2, 3, & 4 (You are beginning to develop your Unit Design as you complete chapter activities.)
3) View Horizontal and Vertical Scan Video and write reflection
4) View KDB, Essential Questions, & Web Video and write reflection
4) Discussion Board Question #2.
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<tr>
<th>Week 5</th>
<th>1) Read Chapter 5: How Do Teachers Know When Students Have Met Expectations?</th>
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| Due April 9 | 2) Chapter Question 6 & Activities # 1,2, & 3.  
3) Lesson Plan & Rich Culminating Assessment Task Video |

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<tr>
<th>Week 6</th>
<th>1) Chapter 6: Putting the Pieces Together</th>
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| Due April 16 | 2) Chapter Question 1, 3, & 6; & Activity 2.  
3) Discussion Board Question #3. |

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<tr>
<th>Week 7</th>
<th>1) Unit Design Rough Draft due to D2L.</th>
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<tr>
<td>Due April 23</td>
<td>1) Final Copy of Unit Design &amp; Lesson Plan Due to D2L and TK20.</td>
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| Week 8 | 1) Read the Epilogue on pages 152-157. Explain how integrated curriculum is changing in the 21st Century and give details of what it would take to implement this type of curriculum in your school.  
2) Discussion Board Question #4 |
|--------|--------------------------------------------------------------------------------------------------|
| Due April 30 | 1) Go to Dropbox on D2L. Click on Reflection. Answer the questions using Microsoft Word and upload to D2L.  
2) Discussion Board Question #5 |

**MAKE SURE ALL ASSIGNMENTS ARE UPLOADED TO D2L BY MAY 7. THE UNIT DESIGN AND LESSON PLAN SHOULD BE UPLOADED TO TK20 BY MAY 7. STUDENTS NOT UPLOADING THE UNIT DESIGN AND LESSON PLAN TO TK20 WILL RECEIVE AN INCOMPLETE FOR THE COURSE. IF YOU HAVE QUESTIONS ABOUT TK20, CALL REGGIE AT 601-318-6088.**