ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION
"Preparing students to serve as effective, reflective and caring teachers."

COURSE SYLLABUS
EEC 4211
Integrated Curriculum II for Prekindergarten/Primary Education

This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix:	EEC 4211
Section #:	3963
Credit Hours:	Three Credits
Co-requisites:	EEC 4941
Pre-requisites:	Admission to Educational Studies BS, or Prekindergarten/Primary Education (age 3 through grade 3) with Infused ESOL and Reading BS and EEC 3204

Day, Time and Campus:	Monday	6:00-8:40pm	Clearwater
Modality:	Blended		
Professor:	Mary Harper, PhD		
Office Hours:	Refer to Instructor Website	http://www.spcollege.edu/instructors/id/1701	
Office Location:	Clearwater	NM-133	
Office Phone:	727-791-2480		
Email Address:	Harper.mary@spcollege.edu		

ACADEMIC DEPARTMENT: College of Education

Dean:	Kimberly Hartman, Ph.D.	
Office Location & Number:	Tarpon Springs	BB 159

I. COURSE DESCRIPTION

This course will focus on exploring sequential math development, identifying how concepts are developed and acquired, and promoting young children's concept development through problem solving, and assessing the child's developmental level. It will also focus on teaching science strategies using concept development, process of inquiry, planning for fundamental concepts in science including activities for young children at the appropriate stages of cognitive development, while utilizing appropriate technology to support teaching and learning. 47 contact hours.

II. MAJOR LEARNING OUTCOMES

1. The student will develop instructional activities promoting young children's development of mathematical concepts and their ability to apply mathematical skills in varied context by:

   a. defining and identifying concept development including Piaget's developmental stages of thought.
   b. comparing Piaget's and Vygotsky's theories of mental development.
   c. describing the steps involved in a problem-solving/inquiry focused program.

2. The student will plan for young children's development of scientific knowledge and skills, including their use of scientific thinking, reasoning, and inquiry by:

   a. defining the relative importance of science content, processes, and attitudes in teaching young children.
   b. identifying the major areas of science instruction.
   c. developing lessons using a variety of science process skills such as observing, comparing, measuring, classifying, and predicting.
   d. designing activities for young children that enrich their experience at the preoperational level and prepare them for the concrete operational level.
   e. constructing evaluation strategies.

3. The student will plan, teach and assess themed learning activities to meet state goals and standards by:

   a. combining the math and science standards to integrated curriculum.
   b. integrating dramatic play and thematic units and projects as settings for science investigations, mathematical problem solving, social learning, and language learning.
   c. creating naturalistic, informal, and structured activities that utilize science, math and technology concepts.

4. The student will integrate alternative methodology for achieving similar learning outcomes into lessons by:

   a. designing lessons that include higher order and critical thinking skills.
   b. planning and implementing higher-level activities to promote students' attainment of concrete operational stage thinking.

5. The student will explain the uniqueness of individuals, the diverse characteristics of culturally pluralistic and "at risk" populations, will foster appreciation for those differences by:

   a. differentiating how children acquire knowledge.
   b. providing examples of the three types of learning experiences.
   c. integrating technology as an integral part of science and math learning.

6. The student will adapt appropriate technology to support teaching and learning by:

   a. compiling a portfolio of developmentally appropriate activities for young children to support the obtainment of math and science concepts.
   b. assessing the impact on student performance.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

Textbook(s)	Required : • *Math & Science for Young Children*, 7th Edition, Authors: Charlesworth & Lind, ISBN: 9781285329635
	Recommended: • *The Young Child & Mathematics*, Author: Copley, ISBN: 9780935989977

Students using **eBooks** must have access to the **eBooks** during class sessions.

B. Supplemental Material

Resources:	
Materials:	
Library:	http://www.spcollege.edu/libraries/

C. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference ANGEL continuously to assure all current content for class has been accessed. Additionally students are expected to be familiar or familiarize themselves with PowerPoint presentation methods. The instructor of this course frequently uses smart boards, ELMOs, power point, digital media, and web based resources to disseminate information and engage preservice learners and students.
All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf)

D. Supplies

>

IV. COURSE REQUIREMENTS & EXPECTATIONS

A. School Based Hours Course Requirements

This course requires 0 hours of observation/participation in an appropriate classroom setting as approved by the Office of School Partnerships.

B. ALL Course Assignments

EEC 4211
Participation Labs
Reading Quizzes
Math/Science Methods Content Test
Integrated Math/Science Journal Portfolio • Five Mathematics problem Solving Activities • Five Science Participation Activities
Math/Science SAE Expert Guide
Service Learning Integrated Unit Plan • Unit Plan Overview • Three Implemented Lessons • Full Five Lessons Unit Lesson
Math/Science Lewis Lesson Study • Discussion Memo & Lesson Plan • Presentation • Written Reflection
Service Learning Virtual Field Trip Project
Final Exam • Essay • Chalk & Wire Submissions

UCC Assignments: *Teacher candidates must demonstrate UCC competencies and earn a 'C or above (at least 75%)' on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), and Additional Element] in order to successfully pass the course.*

FEAP Assignment Rubrics: *In addition to a 'C or above', a teacher candidate must also earn a 'minimum' score on the line item of the rubric for assignments aligned to FEAP standards. For example, a 3 (Progressing) or 4 (Target) is required in courses prior to final internship and a 4 (Target) is required for final internship in order to successfully pass the course.*

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.

Teacher candidates must upload into Chalk & Wire all FEAP, ESOL, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table below.

*** Assignments labeled with an (*) denote required assignments that must be passed at 75%.**

For courses with lesson planning:
Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean "copy and paste." It means that, if you use someone else's intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment. Anything adapted or used verbatim must be cited with credit given to the author(s). This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work. This applies to all COE lesson plans unless the instructor directly specifies otherwise.

V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI

A. COE SYLLABUS STATEMENTS
https://angel.spcollege.edu/AngelUploads/Files/larrea_miriam/SPC_Syllabus_Common_Statements_Master.htm

B. SPC SYLLABUS STATEMENTS
http://www.spcollege.edu/addendum/index.php

C. STUDENT ANGEL TUTORIALS
http://www.spcollege.edu/TSC/coe/links/Student_Angel_Tutorials.html

Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.

If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

VI. CALENDAR AND TOPICAL OUTLINE

Sessions	Topics	Assignments	Due Dates
Course Overview	Course Description Major Learning Outcomes Structure of Course	• Start Here Quiz	Refer to ANGEL calendar

	ANGEL Tutorial		
Module 1 Subunit 1.1	Concept Development in Math and Science	• M/S Curriculum Planning 1.1 Activity • Assignment 1.1 Service Learning - Defined	Refer to ANGEL calendar
Module 1 Subunit 1.2	Concept Development in Math and Science	• M/S Methods Analysis1.2 Activity • Quiz: Chapters 1-7 • Assignment 1.2: M/S Portfolio	Refer to ANGEL calendar
Module 1 Subunit 1.3	Concept Development in Math and Science	• Current Issues & Methods in M\S Education 1.3 Activity • Assignment 1.3: Lewis Lesson Study – Sign Up	Refer to ANGEL calendar
Module 2 Subunit 2.1	Fundamental Concepts & Skills	• M/S Curriculum Planning 2.1 Activity • Assignment 2.1 Service Learning – Unit Plan Overview	Refer to ANGEL calendar
Module 2 Subunit 2.2	Fundamental Concepts & Skills	• Quiz: Chapters 8-16 • M/S Methods Analysis 2.2 Activity • Assignment 2.2: M/S Portfolio	Refer to ANGEL calendar
Module 2 Subunit 2.3	Fundamental Concepts & Skills	• Current Issues & Methods in M\S Education 2.3 Activity • Assignment 2.3: Lewis Lesson Study - Discussion Memo	Refer to ANGEL calendar
Module 3 Subunit 3.1	Applying Fundamental Concepts, Attitudes, Skills & Higher Level Activities	• M/S Curriculum Planning 3.1 Activity • Assignment 3.1 Service Learning – Application One • Lewis Lesson Study - Presentations	Refer to ANGEL calendar
Module 3 Subunit 3.2	Applying Fundamental Concepts, Attitudes, Skills & Higher Level Activities	• Quiz: Chapters 17-26 • M/S Methods Analysis 3.2 Activity • Assignment 3.2: M/S Portfolio	Refer to ANGEL calendar
Module 3 Subunit 3.3	Applying Fundamental Concepts, Attitudes, Skills & Higher Level Activities	• Current Issues & Methods in M\S Education 3.3 Activity • Assignment 3.3: Lewis Lesson Study - Presentations	Refer to ANGEL calendar
Module 4 Subunit 4.1	Mathematic Concepts & Operations for Primary Grades	• M/S Curriculum Planning 4.1 Activity • Assignment 4.1 Service Learning – Application II	Refer to ANGEL calendar
Module 4 Subunit 4.2	Mathematic Concepts & Operations for Primary Grades	• Quiz: Chapters 27-32 • M/S Methods Analysis 4.2 Activity • Lewis Lesson Study - Presentations	Refer to ANGEL calendar

Module 4 Subunit 4.3	Mathematic Concepts & Operations for Primary Grades	• Current Issues & Methods in M\S Education 4.3 Activity • Assignment 4.2: M/S Portfolio	Refer to ANGEL calendar
Module 5 Subunit 5.1	Using Skills, Concepts, & Science in the Primary Grades	• M/S Curriculum Planning 5.1 Activity • Assignment 5.1 Service Learning – Application Three • Lewis Lesson Study - Presentations	Refer to ANGEL calendar
Module 5 Subunit 5.2	Using Skills, Concepts, & Science in the Primary Grades	• Quiz: Chapters 33-38 • M/S Methods Analysis 5.2 Activity • Assignment 5.2: M/S Portfolio	Refer to ANGEL calendar
Module 5 Subunit 5.3	Using Skills, Concepts, & Science in the Primary Grades	• Current Issues & Methods in M\S Education 5.3 Activity • Assignment 5.4: Lewis Lesson Study - Presentations	Refer to ANGEL calendar
Final Module	Final Review Module	• Postings to Chalk & Wire • Final Exam: Content and Application • Service Learning Virtual Field Trip Assignment • Lewis Lesson Study - Reflection Paper	Refer to ANGEL calendar

VII. UNIFORM CORE CURRICULUM ASSIGNMENTS

Assignment Name	UCC	Specific Indicator
Integrated Math/Science Journal Portfolio	FSAC	PKP 3.1.6
	FSAC	PKP 3.1.9
	FSAC	PKP 3.2.1
	FSAC	PKP 3.2.2
	FSAC	PKP 3.2.3
	FSAC	PKP 3.2.4
	FSAC	PKP 3.3.1
	FSAC	PKP 3.3.2
	FSAC	PKP 3.3.3
	FSAC	PKP 3.3.4
	FSAC	PKP 3.3.5
	FSAC	PKP 3.3.6
	FSAC	PKP 3.3.7
	FSAC	PKP 3.3.8
	FSAC	PKP 3.4.1
	FSAC	PKP 3.4.2
	FSAC	PKP 3.4.3
	FSAC	PKP 3.4.4
	FSAC	PKP 3.5.1
	FSAC	PKP 3.5.2
	FSAC	PKP 3.5.3
	FSAC	PKP 3.5.4
	FSAC	PKP 4.1.1
	FSAC	PKP 4.1.2
	FSAC	PKP 4.1.4

	FSAC	PKP 4.2.2
	FSAC	PKP 4.2.3
	FSAC	PKP 4.2.5
	FSAC	PKP 4.2.6
	FSAC	PKP 4.2.8
	FSAC	PKP 4.3.1
	FSAC	PKP 4.3.2
	FSAC	PKP 4.3.3
	FSAC	PKP 4.3.4
	FSAC	PKP 4.3.5
	FSAC	PKP 4.3.6
	FSAC	PKP 4.3.7
	FSAC	PKP 4.3.8
	FSAC	PKP 4.3.9
	FSAC	PKP 4.4.1
	FSAC	PKP 4.4.2
	FSAC	PKP 4.4.3
	FSAC	PKP 4.4.4
	FSAC	PKP 4.4.5
	FSAC	PKP 4.4.6
	FSAC	PKP 4.5.1
	FSAC	PKP 4.5.2
	FSAC	PKP 4.5.3
	FSAC	PKP 4.5.4
	FSAC	PKP 4.5.5
	FSAC	PKP 4.5.6
	FSAC	PKP 4.5.7
	FSAC	PKP 4.5.8
	FSAC	PKP 4.5.9
	FSAC	PKP 4.5.10
Math/Science Lewis Lesson Study	FEAP	3.d
	FSAC	PKP 3.1.2
	FSAC	PKP 3.1.4
	FSAC	PKP 3.1.5
	FSAC	PKP 3.1.8
	FSAC	PKP 4.1.1
	FSAC	PKP 4.1.2
	FSAC	PKP 4.1.3
	FSAC	PKP 4.1.5
	FSAC	PKP 4.1.6
	FSAC	PKP 4.1.7
	FSAC	PKP 4.1.8
	FSAC	PKP 4.2.1
	FSAC	PKP 4.2.4
	ESOL	3.2
Math/Science Methods Content Test	FSAC	PKP 1.4.6
	FSAC	PKP 3.1.1
	FSAC	PKP 3.2.1
	FSAC	PKP 3.2.2
	FSAC	PKP 3.2.3
	FSAC	PKP 3.2.4
	FSAC	PKP 3.3.1
	FSAC	PKP 3.3.2
	FSAC	PKP 3.3.3

	FSAC	PKP 3.3.4
	FSAC	PKP 3.3.5
	FSAC	PKP 3.3.6
	FSAC	PKP 3.3.7
	FSAC	PKP 3.3.8
	FSAC	PKP 3.4.1
	FSAC	PKP 3.4.2
	FSAC	PKP 3.4.3
	FSAC	PKP 3.4.4
	FSAC	PKP 3.5.1
	FSAC	PKP 3.5.2
	FSAC	PKP 3.5.3
	FSAC	PKP 3.5.4
	FSAC	PKP 4.3.1
	FSAC	PKP 4.3.2
	FSAC	PKP 4.3.3
	FSAC	PKP 4.3.4
	FSAC	PKP 4.3.5
	FSAC	PKP 4.3.6
	FSAC	PKP 4.3.7
	FSAC	PKP 4.3.8
	FSAC	PKP 4.3.9
	FSAC	PKP 4.4.1
	FSAC	PKP 4.4.2
	FSAC	PKP 4.4.3
	FSAC	PKP 4.4.4
	FSAC	PKP 4.4.5
	FSAC	PKP 4.4.6
	FSAC	PKP 4.5.1
	FSAC	PKP 4.5.2
	FSAC	PKP 4.5.3
	FSAC	PKP 4.5.4
	FSAC	PKP 4.5.5
	FSAC	PKP 4.5.6
	FSAC	PKP 4.5.7
	FSAC	PKP 4.5.8
	FSAC	PKP 4.5.9
	FSAC	PKP 4.5.10
Math/Science SAE Expert Guide	FSAC	PKP 3.2.1
	FSAC	PKP 3.2.2
	FSAC	PKP 3.2.3
	FSAC	PKP 3.2.4
	FSAC	PKP 3.3.1
	FSAC	PKP 3.3.2
	FSAC	PKP 3.3.3
	FSAC	PKP 3.3.4
	FSAC	PKP 3.3.5
	FSAC	PKP 3.3.6
	FSAC	PKP 3.3.7
	FSAC	PKP 3.3.8
	FSAC	PKP 3.4.1
	FSAC	PKP 3.4.2
	FSAC	PKP 3.4.3
	FSAC	PKP 3.4.4
	FSAC	PKP 3.5.1

	FSAC	PKP 3.5.2
	FSAC	PKP 3.5.3
	FSAC	PKP 3.5.4
	FSAC	PKP 4.3.1
	FSAC	PKP 4.3.2
	FSAC	PKP 4.3.3
	FSAC	PKP 4.3.4
	FSAC	PKP 4.3.5
	FSAC	PKP 4.3.6
	FSAC	PKP 4.3.7
	FSAC	PKP 4.3.8
	FSAC	PKP 4.3.9
	FSAC	PKP 4.4.1
	FSAC	PKP 4.4.2
	FSAC	PKP 4.4.3
	FSAC	PKP 4.4.4
	FSAC	PKP 4.4.5
	FSAC	PKP 4.4.6
	FSAC	PKP 4.5.1
	FSAC	PKP 4.5.2
	FSAC	PKP 4.5.3
	FSAC	PKP 4.5.4
	FSAC	PKP 4.5.5
	FSAC	PKP 4.5.6
	FSAC	PKP 4.5.7
	FSAC	PKP 4.5.8
	FSAC	PKP 4.5.9
	FSAC	PKP 4.5.10
Service Learning Integrated Unit Plan	FEAP	1.f
	FSAC	PKP 1.3.8
	FSAC	PKP 3.1.3
	FSAC	PKP 3.1.4
	FSAC	PKP 3.1.5
	FSAC	PKP 3.1.7
	FSAC	PKP 3.1.8
	FSAC	PKP 4.1.6
	FSAC	PKP 4.1.7
	FSAC	PKP 4.1.8
	FSAC	PKP 4.2.1
	FSAC	PKP 4.2.4
	FSAC	PKP 4.2.7
	ESOL	3.2
Service Learning Virtual Field Trip Project	FSAC	PKP 4.1.8
	FSAC	PKP 4.2.1
Course Content	OE	a
	OE	b
	OE	c
	OE	l

FSAC Alignments are currently under revision and will be addressed at the competency level beginning Fall 2013