



Course Outline

EDUC 4017—Curriculum Instructional Methods and Assessment in Elementary Education

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Office hours: By appointment

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Course Schedule: Mondays: 12:50 -3:50

Course Overview

This course will focus on strategies, methodology and concepts of teaching and assessment at the elementary level. In this course, you will focus on the building of your of core beliefs and an underlying philosophy to guide the design and implementation of a integrated program in the elementary classroom. The course also explores the prescribed provincial curriculum and effective teaching strategies in the elementary education. Topics to be addressed include integrating instruction across the subject areas (math, science, language arts, music and art), planning thematic units, assessment, classroom management, differentiated instruction and the inclusive classroom. The course will employ a blended approach with active learning taking place in the classroom and also in-line in the Moodle platform where technology allows for the integration of discussion forums, video, and downloading of readings and the uploading of course assignments.

Course Objectives

This course is a core requirement for those Bachelor of Education students specializing in elementary education. The course will build on prospective teachers' practicum experiences and continue to develop instructional strategies that integrate the Nova Scotia Curriculum outcomes into the classroom to promote a holistic, cross-curricular learning experience for students. On completion of this course pre-service teacher candidates will demonstrate the following:

- **An understanding of the theory of integration and cross curricular planning and instruction**
- **An understanding of the interrelated processes in the planning of cross curricular integrated thematic units to meet key curriculum outcomes**
- **An understanding of how Education for Sustainability learning outcomes may be integrated into existing learning outcomes**

- **An understanding of the nature of the elementary learner**
- **A knowledge and skilful use of planning and classroom management strategies**
- **An understanding and practical skill in authentic assessment of and for learning in elementary education**
- **A knowledge of differentiated instructional strategies**
- **A knowledge of strategies to effectively manage differentiated instruction in the inclusive classroom**
- **A commitment to inclusive and generative approaches to literacy practices based on a sensitivity for the pedagogical relationship**
- **A commitment to reflective practice and continuing professional development in elementary education**

Topics:

1. The Nature of the Elementary Learner
2. Nova Scotia Program of Studies : The Elementary Curriculum and Supporting Documents
3. Learning Theory and the Theory of Integration in Elementary Education
4. Developing Thematic Units
5. Literacy Across the Curriculum
6. Education for Sustainability (ESD) in the Elementary Classroom
7. Planning and Classroom Management
8. Authentic Assessment *of* and *for* Learning
9. Differentiated Instructional Strategies
10. Effectively Managing Learning in the Inclusive Classroom

Required Texts:

Teaching in Action Grades 4-6: A Teaching Resource – Nova Scotia Education

Active Young Readers 4-6L Assessment Resource – Nova Scotia Education

http://www.ednet.ns.ca/index.php?t=sub_pages&cat=17

(Many of the documents on the Nova Scotia Education website are available by mail free of charge or may be downloaded for free)

Assignments and other Course Requirements: The descriptions below are brief and more detailed descriptions will be given in class in the form of a handout.

Given the compressed time frame of the course, you should be aware that reading assignments and workload will be concentrated and that due dates and assignments will come up very quickly. Please let me know immediately if you are experiencing unusual difficulties with respect to due dates.

Class Presentations and Activities:	20 pts
Moodle Discussion Forum:	20 pts
Thematic Unit:	30pts
Thematic Unit Presentation:	10 pts
Course Readings/ Workshop videos: Graphic Organizers	10 pts
Course Contributions and Engagement	10 pts
Total: 100 pts	

A Note on Grades

Grades in the range of 90-100 indicate work that is of exceptional quality that represents achievement that is quite rare; all course outcomes are met and exceeded. Grades in the range of 80-89 reflect a level of achievement that is excellent and indicate a high degree of sustained effort and a demonstration of mastering most course content and skills. A grade in the 70 -79 range communicates a good effort with many course concepts and skills being mastered and an acceptable quality of course work being produced. A 60 -69 grade range is reserved for satisfactory work with most core course outcomes being met. Grades in the 50 -59 range indicate a limited demonstration of understanding of core course outcomes while grades below 50 communicate that the core course outcomes have not been met by the student.

Attendance: The B.Ed. program is an intense and demanding program of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes, workshops, tutorials, and practicum activities.

Because the course is experiential in focus, and because assignments will draw from in-class activities and discussion, failure to attend regularly and/or on time will have an adverse effect on your course grade.

Please notify me by e-mail or leave a message with the School of Education office staff if you must miss a class for compassionate reasons, illness or religious observances.

Consistent with University policy on evaluated tasks, I require acceptable documentation if assignments/evaluated tasks are missed due to absence. Students are responsible for any missed

materials and when acceptable documentation is received a mutually acceptable alternate arrangement for evaluation will be made. Penalties may be incurred unless alternate arrangements are made prior to the student's absence.

Code of Student Behaviour:

All students should read carefully the section in the University calendar pertaining to "Ethical Behaviour in Academic Matters". This information can be found at:

http://www.cbu.ca/cbu/Calendar/Calendar_2007_2009/pdfs/calendar_07-09.pdf

Please be respectful of the instructional space with regard to cell phones, music players, notebook computers or any other device that may be distracting for you, your colleagues or me. You are preparing to take your place in a professional community of teachers and are expected to demonstrate sensitivity for and adherence to the norms of respectful, polite and professional conduct.

Course Schedule and Tentative Plan

DATE	TOPIC	READINGS/REMINDERS	
1	Monday, May 2	Introduction Course Syllabus- The Nature of the Elementary Learner	Introduction to course – Purpose/Overview Group Work on Elementary Learner See Moodle for Reading and Video
2	Monday, May 9	Learning Theory and the Theory of Integration	"Speaker Series"- Learning Theorist presentations Theorist handout due
3	Monday, May 16 th	Integration and Developing Thematic Units	The Learning Classroom Video : Theory into Practice presentations
	Monday, May 23 rd	No Class	Victoria Day- Readings for ITU
4	Monday, May 30 th	Developing Thematic Units and Differentiated Instruction	Developing Integrated Thematic Units; planning sheets
5	Monday, June 6 th	Differentiation and the Inclusive Classroom	Planning Teams - ITU
6	Monday, June 13 th	Classroom Planning and Management in the Mixed Ability Classroom	Planning Teams: ITU
7	Monday, June 20 th	Classroom Management and Student Motivation Differentiation and the Inclusive Classroom	
8	Monday, June 27 th	The Elementary Curriculum and	

		Supporting Documents <i>Teaching in Action P-3; 4-6</i> <i>Active Young Readers 4-6:</i> <i>Assessment Resource</i>	
9	Monday, July 4 th	ESD in the Elementary Classroom Presentation of Thematic Units	
10	Monday, July 11 th	Presentation of Thematic Units	
11	Monday, July 18 th	Presentation of Thematic Units Class wrap up	