EDU 215 Early Grades Content Methods and Curriculum

*Content is subject to change at the instructor's discretion.

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Mondays and Wednesdays @ 5:25-6:35
Huntington Hall Room 070B

Zoom Room for Meetings with Instructor
https://syracuseuniversity.zoom.us/j/7761166384?pwd=MDkvNnlKWEEzL09UNzkxU3ZBM2JFQT09
Meeting ID: 776 116 6384 Passcode: 254751

Course Description

Early childhood pedagogy and curriculum. Instructional methods for developmentally appropriate learning communities, developing child's sense of self and others, and child's understanding of social studies, mathematics, and science content.

Pre-requisites and Co-requisites
Candidates must be concurrently enrolled in SPE 212, EDU 220, and RED 215.

Audience
This is a required course in both the Inclusive Childhood and Inclusive Adolescent Education programs.

Credits 3

Course Fees None

Course Requirements and Expectations

Learning Outcomes - Candidates are expected to:

1. Identify and apply the structures, routines, and practices necessary to create inclusive, culturally sustaining, and developmentally appropriate learning environments and communities.
2. Analyze the scope and sequence of Pre-K through grade 12 NYS learning standards in mathematics, science, and social studies to compare content expectations across grade levels.
3. Examine the sociopolitical context of curriculum and instruction for young children and the necessity of explicitly anti-oppressive approaches.
4. Implement direct and spontaneous, developmentally appropriate pedagogical approaches to support the range of young children's development and learning in mathematics, science, and social studies.
5. Plan developmentally appropriate, standards-based, inclusive lessons in mathematics, science, and social studies.

Shared Competencies Addressed
Critical and Creative Thinking: Exploration and synthesis of ideas, artifacts, issues, and events to inform and evaluate arguments, develop new insights, and produce creative work. Reflection on, and application of divergent modes of inquiry, analysis, and innovation to research, knowledge, and artistic creation.

Ethics and Integrity: Reflection on the dynamic relationships among one's values, sense of self, and social contexts. Thoughtful engagement on settings and experiences that present ethical problems, varying perspectives, and how one evolves as they analyze positions and ethical issues. Application of ethical decision-making in the context of personal, academic, professional, and collaborative pursuits.

Required Texts/Supplies
Access to ELC (formerly Tevera), SOE's Online Field Placement Site: https://syracuse-te.tevera.app/#/logon
Access to Blackboard Ultra, SU's Online Learning Management Site: blackboard.syr.edu

Assignments and Assessment

Grading

Final course grades will be calculated as follows:

A	90% and above
B+	85-89%
B	80-84%
C+	75-79%
C	70-74%
D	65-69%
F	64% and below



Engagement in Class (25%)

- **Attendance**: As an important member of a learning community, your engagement in class is valued and needed. Showing up on time and staying for the entire class time is a good start.

  More than 2 absences from in-person classes and absences on days immediately preceding or following SU breaks will require documentation from Student Outreach and Support https://experience.syracuse.edu/student-outreach. Students are responsible for content missed due to absence.

  Syracuse University's Religious Observances Policy https://policies.syr.edu/policies/university-governance-ethics-integrity-and-legal-compliance/religious-observances-policy recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students are given an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors no later than the academic drop deadline. For observances occurring before the drop deadline, notification is required at least two academic days in advance. Students may enter their observances in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

- **Preparation**: Assignments are designed to generate questions, knowledge, and skills that will help you grow as an educator. Discussion of that content will take place in class. If you haven't done the assignment, you won't be able to fully participate and contribute to our collective learning.

- **Technology Use**: Showing up is not the same as engaging in the learning experience. In order to maximize our learning, we need the thoughts, ideas, and skills of every member of our community. I fully support the use of technology as a valuable learning tool. However, please limit your use of technology to relevant learning tasks during class. To ensure full participation and minimize distractions, phones/laptops/smart watches should not be used or visible unless required by the assigned task. We all need you to be present.

- **Confidentiality**: Please maintain the confidentiality of your classmates, students, families, districts, and colleagues by using initials or pseudonyms in discussions and all written work.

- **Building and Sustaining a Learning Community**: As a member of our learning community, we can expect one another to abide by our class norms and demonstrate the School of Education's Dispositions.



School of Education Dispositions
Dispositions go beyond merely understanding or professing commitment to these values; they are demonstrated through actions and the attitudes one displays in practice. Dispositions evolve from verbal expressions to observable behaviors.
D1 Demonstrates a clear and consistent commitment to the development of personal maturity, as characterized by: • accepting responsibility for one's words and actions • cultivating self-confidence • exhibiting humility • being reliable and trustworthy • budgeting time and effort appropriately • understanding social and workplace etiquette • displaying sound judgment • being honest and acting with integrity • respecting oneself and treating others with respect • considering the ideas and perspectives of others with an open mind
D2 Demonstrates clear and consistent commitment to one's own professional growth and accountability, as characterized by: • showing one's own intellectual curiosity by creating opportunities for study, discovery, problem solving, and inquiry-based learning related to one's practice • showing a positive and enthusiastic attitude toward one's own learning • seeking, accepting, and acting on constructive feedback • setting goals for one's own exceptional performance • accepting responsibility for student/client outcomes • evaluating oneself toward continuous improvement in practice • monitoring and adjusting one's actions based on reflective practices
D3 Demonstrates a clear and consistent commitment to diversity and equity, as characterized by: • respecting the dignity of all others • appreciating and incorporating diverse cultural perspectives • exhibiting fairness toward all others • advocating for learners/clients as needed • supporting every learner's/client's success, grounded in a belief that all will learn and thrive • maintaining high expectations for all learners/clients • conducting oneself in a caring and empathic manner towards others • creating an environment where there is respect for individual differences
D4 Demonstrates a clear and consistent commitment to subject matter excellence, as characterized by: • reflecting on and critically examining issues and practices related to curriculum and instruction of one's subject area • expanding one's knowledge of subject area or expertise related to professional practice • critically examining systems, policies, and procedures related to one's subject area • showing a positive and enthusiastic attitude toward the subject area for which one is seen as an authority
D5 Demonstrates a clear and consistent commitment to professional ethics and integrity, professional standards of practice, and the profession at-large, as characterized by: • adhering to the School of Education's Code of Professional Conduct • understanding and following the code of ethics set within one's profession • understanding and meeting expectations of confidentiality • displaying professional demeanor across professional contexts • promoting exemplary practice among colleagues and in one's school or workplace • collaborating with colleagues, parents, and community members to enhance learners'/clients' opportunities, to solve problems, and to work toward the success of all learners/clients • taking the initiative to question issues of importance to one's school and/or the profession • understanding the importance of being involved in the school community • communicating in ways that inform, inspire, and lead others in regard to educational issues

Content Area Scope and Sequence (15%)
Following guided practice in class, you will select a specific standard or topic from the curriculum and develop a **graphic representation** that outlines the scope and sequence for that standard or topic for grades K-4. This will be done once in each of the content areas of math, science, and social studies. Your graphic should clearly illustrate:

- The **scope**: the breadth and depth of content to be taught
- The **sequence**: the order in which the content will be delivered across grade levels or instructional units

The purpose of this assignment is to deepen your understanding of long-term instructional planning and how content is systematically structured within a curriculum.

Lesson Analysis (15%)
As part of your study of standards-based curriculum, content-specific pedagogy, Universal Design for Learning (UDL), and effective lesson design, you will analyze one lesson plan from your field placement in each of the following content areas: math, science, and social studies. For each lesson plan, you will:

- **Annotate the plan** to identify evidence of your understanding of these concepts.
- If any of the key elements (content-specific pedagogy, UDL, or lesson design) are missing or unclear, you must **propose specific revisions or additions** to improve the effectiveness of the plan.

Lesson Plans (30%)
After studying content-specific pedagogy, Universal Design for Learning (UDL), and effective lesson design, you will design a lesson tailored to the specific students in your field placement classroom. This will be done once in each of the content areas of math, science, and social studies.
Each lesson should:

- Reflect your understanding of the content and the scope and sequence of the curriculum
- Incorporate UDL principles
- Be developmentally appropriate and responsive to the students you are working with

This assignment is designed to help you apply theory to practice by planning effective, inclusive instruction.

Learning Portfolio (15%)
This portfolio is designed to encourage thoughtful reflection on your development as an emerging teacher. For this project, create a **digital metacognitive portfolio** that demonstrates your learning throughout this course. Using a visual platform of your choice—such as PowerPoint, Padlet, Keynote, Prezi, or another tool—compile and share a portfolio consisting of **three artifacts** that best represent your growth and understanding. For each artifact, your portfolio must include:

- **A visual representation** of the artifact (e.g., photo, diagram, video link, activity sample) along with a clear label describing what the artifact is
- **A reflection** explaining how this artifact influenced your thinking, feelings, or learning during the course
- **An explanation** of how this artifact has or will influence your development and practice as an emerging teacher

Upload your portfolio to Blackboard in .pdf, .ppt or .pptx format. If you are using any other format, upload the link after making sure the link is open to anyone with the link.

Additional Information

All assignment and assessment details, templates, and due dates will be posted on Blackboard. Please check there weekly for the most up-to-date information.

Format of Written Work

- Use person first language.
- Edit all formal assessments and correspondence. Additional resources and supports are available through the Writing Center https://www.syracuse.edu/life/services-support/writing-tutoring/ and the Center for Disability Resources https://disabilityresources.syr.edu/.
- Everything turned in on Blackboard must be in **.pdf, .doc, or .docx** format. If you primarily use Google, export the files to .pdf before submitting the assignment.
- Save submitted assignments as LastName.FirstName.Assignment before uploading them to Blackboard. Please put your name inside the submission itself as well.

Due Dates



- Requests for extensions will not be considered unless the request is made at least 24 hours ahead of the original due date. Professional behavior includes managing your time effectively and clearly communicating when you need support. If you need an occasional extension on an assignment, contact me ahead of the due date and propose a new due date. You do not need to provide a reason. You will receive a response in writing with a new due date and time. Assignments submitted after the extended due date will incur the stated penalties for late work.
- Late assignments will receive a one-point deduction for every day they are late unless you have spoken to me ahead of time and we have agreed on an extension. Absence from class is not an extenuating circumstance. If you are absent, assignments due at the start of class should be submitted to Blackboard before class begins.

Use of Artificial Intelligence

Based on the specific learning outcomes and assignments in this course, online resources such as articles, lesson plans, learning standards, and visuals may be used **with citation** to complete assignments. Editing tools such as spellcheck and Grammarly are allowed, but the use of artificial intelligence for revising **individual responses is NOT necessary or permitted**. If no instructions are provided for a specific assignment, then no use of any artificial intelligence tool is permitted. Any AI use beyond that which is detailed in course assignments is explicitly prohibited except when documented permission is granted.

Academic Integrity

As a pre-eminent and inclusive student-focused research institution, Syracuse University considers academic integrity at the forefront of learning, serving as a core value and guiding pillar of education. Syracuse University's Academic Integrity Policy provides students with the necessary guidelines to complete academic work with integrity throughout their studies. Students are required to uphold both course-specific and university-wide academic integrity expectations such as crediting your sources, doing your own work, communicating honestly, and supporting academic integrity. The full Syracuse University Academic Integrity Policy is available at https://policies.syr.edu/policies/academic-rules-student-responsibilities-and-services/academic-integrity-policy/. The basic tenets include "Credit Your Sources", "Do Your Own Work", and "Communicate Honestly". When in doubt, read the entire policy for clarification to avoid an academic integrity violation.

Educational Use of Submitted Work

I intend to use academic work that you complete this semester in subsequent semesters for educational purposes. Before using your work for that purpose, I will render the work anonymous by removing any identifying material.

University Policies and Resources

Communication

It is essential that you maintain regular communication with your Cooperating Teacher and faculty regarding any questions, concerns, absences, or feedback related to your assignments. Syracuse University has designated email as the primary mode of official communication with all SU students. As per the University's email policy, all correspondence with faculty, staff, cooperating teachers, and any other University affiliates must be conducted using your official @syr.edu email address. Additional resources for communicating with faculty and advisors regarding course progress, appointments, and advising can be found at Orange Success http://orangesuccess.syr.edu/getting-started-2/. In accordance with University policy, it is expected that you check your email regularly. Candidates enrolled in the Inclusive programs are expected to respond to emails from faculty, staff, and cooperating teachers within 48 hours.

Financial and Food Insecurity

We understand that the majority of college students experience some type of financial insecurity at some point—from lack of steady income to housing insecurity to confusion about debt or financial aid—and that these stresses can impact your life on campus. You do not need to navigate these challenges on their own. Support and resources are available through:
Student Outreach and Support https://experience.syracuse.edu/student-outreach/student-support/emergency-aid/
Coach Mac Food Pantry in Hendricks Chapel https://chapel.syracuse.edu/student-support/food-pantry/ or @su_foodpantry on Insta
Hendricks Chapel Student Opportunity Fund https://chapel.syracuse.edu/student-support/emergency-grants/

Disability-Related Accommodations

We wish to fully include persons with disabilities or special needs in this course. In compliance with section 504 and the Americans with Disabilities Act (ADA), Syracuse University is committed to ensure that "no otherwise qualified individual with a

disability…shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity…" If you are looking for RESOURCES and/or require special accommodations to enable your full participation, due to a disability, go online to https://disabilityresources.syr.edu/ or visit the Center for Disability Resources at 804 University Avenue, Suite 303, 315-443-4498 or 315- 443-1371 (TDD only) and inform the instructor immediately.

Harassment/Discrimination

Syracuse University is committed to maintaining an environment that fosters tolerance, sensitivity, understanding and respect while protecting the free speech rights of the members of its community. The University prohibits Harassment related to any protected category including, without limitation, race, color, creed, religion, sex, gender, national origin, citizenship, ethnicity, marital status, age, disability, sexual orientation, gender identity and gender expression, veteran status, or any other status protected by applicable law. This policy governs non-sexual harassment at the University.

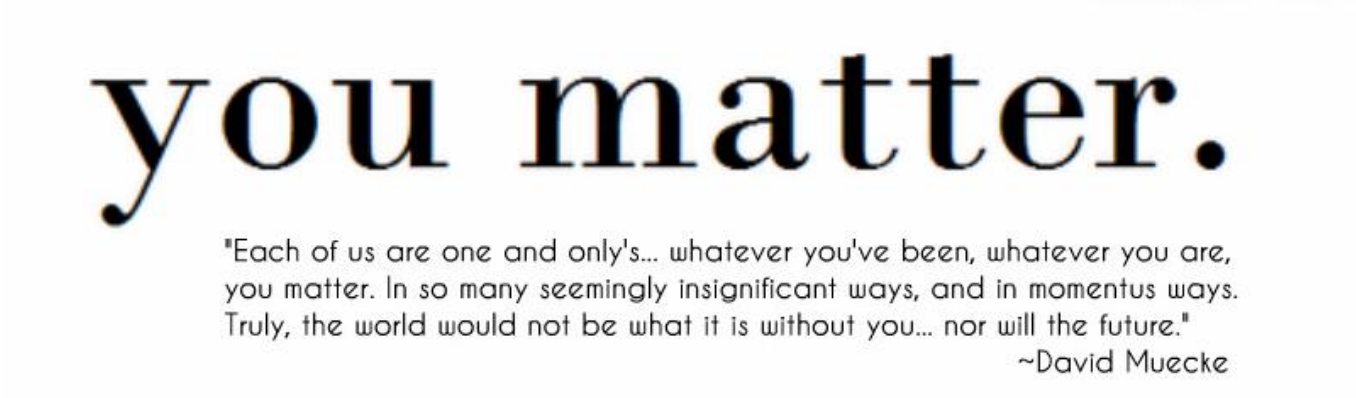
By recognizing, reporting and preventing bias-related incidents, you can foster an even more inclusive campus community where all members feel welcomed and supported. STOP Bias provides education, resources, and a reporting portal. https://experience.syracuse.edu/community-standards/stop-bias/

For issues relating to sexual harassment, please see the Sexual Harassment, Abuse, and Assault Prevention policy, which is available here: Sexual Harassment, Abuse, and Assault Prevention Policy https://policies.syr.edu/policies/university-governance-ethics-integrity-and-legal-compliance/sexual-harassment-abuse-and-assault-prevention/. The University's non-discrimination policies are available at University Governance, Ethics, Integrity, and Legal Compliance https://policies.syr.edu/policies/university-governance-ethics-integrity-and-legal-compliance/. Any complaint of discrimination or harassment related to any of these protected bases can be reported to Sheila Johnson-Willis, the University's Chief Equal Opportunity & Title IX Officer. She can be contacted at 005 Steele Hall, Syracuse University, Syracuse, NY 13244-1120; by email: titleix@syr.edu; or by telephone: 315-443-0211. Additional information and resources are available through the Office of Equal Opportunity, Inclusion, and Resolution Services https://inclusion.syr.edu/syracuse/.

Mental and Physical Health Support

Mental health and overall well-being are significant predictors of academic success. As such it is essential for you to develop the skills and resources effectively to navigate stress, anxiety, depression, and other mental health concerns. There is a range of mental and physical health resources available through the Barnes Center ese.syr.edu/bewell. We encourage you to seek out support for all mental and physical health concerns as needed. Support is available 24/7, 365 days a year, at 315.443.8000.

Individual Circumstances - My goal is to create learning environments that are useable, equitable, inclusive, and welcoming. I encourage you to communicate any personal, family, health, or work circumstances that might impact your participation in this course so adjustments can be made when feasible. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or achievement, or accurate assessment, I invite you to meet with me to discuss additional strategies that may be helpful to your success. - Jill



Resources

BEETLES Project. (n.d.). *Questions and the 5Es*. Lawrence Hall of Science. http://beetlesproject.org/resources/for-program-leaders/questions-and-the-5es/

California State Polytechnic University, Pomona. (n.d.). *Strategies for effective science teaching: The student thinking and science content storyline lenses – Grade K-3*. https://www.cpp.edu/respect/resources/documents/grade-k-3-strategy.pdf

Duran, L. (2021, January 22). *How to use the 5E model in your science classroom*. Edutopia. https://www.edutopia.org/article/how-use-5e-model-your-science-classroom/

The Hunt Institute. (2015, April 22). *NCTM mathematics video series: Standards for mathematical practice* [Video]. http://www.hunt-institute.org/resources/2015/04/nctm-mathematics-video-series-standards-for-mathematical-practice/

Kevin. (2022, January 10). *Effective science teaching techniques*. MeritHub. https://merithub.com/tutorial/effective-science-teaching-techniques-c7e6f72ckrg2ehs8qhug

National Association for the Education of Young Children. (2020). *Developmentally appropriate practice: A position statement of the National Association for the Education of Young Children*. https://www.naeyc.org/resources/position-statements/dap/contents

National Council for the Social Studies. (2016). A vision of powerful teaching and learning in the social studies: Building civic competence. *Social Education, 80*(3). https://www.socialstudies.org/position-statements/vision-powerful-teaching-and-learning-social-studies-building-civic-competence

National Council for the Social Studies. (2023). *Powerful teaching and learning in social studies*. https://www.socialstudies.org/position-statements/powerful-teaching-and-learning-social-studies

New York State Education Department. (2014). *New York State K-12 social studies framework*. http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework

New York State Education Department. (2016). *New York State P-12 science learning standards*. http://www.nysed.gov/curriculum-instruction/science-learning-standards

New York State Education Department. (2017). *New York State next generation mathematics learning standards*. http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-mathematics-learning-standards

Vibal Group. (2020, May 12). *10 effective DAP teaching strategies* [Status update]. Facebook. https://www.facebook.com/vibalgroup/photos/a.150494491630138/3419894488023439/

It bears repeating….Use of Artificial Intelligence

Based on the specific learning outcomes and assignments in this course, online resources such as articles, lesson plans, learning standards, and visuals may be used **with citation** to complete assignments. Editing tools such as spellcheck and Grammarly are allowed, but the use of artificial intelligence for revising **individual responses is NOT necessary or permitted**. If no instructions are provided for a specific assignment, then no use of any artificial intelligence tool is permitted. Any AI use beyond that which is detailed in course assignments is explicitly prohibited except when documented permission is granted.

Meeting and Assignment Schedule			
Date	**See Blackboard assignments for more guidance and necessary resources.** ***All class preparation assignments are due in hard copy by the start of class on the date listed unless otherwise noted.***		**Learning Outcomes Assessed**
Setting Expectations and Creating an Inclusive Learning Community Assignments			
Jan. 12-14	**Questions** about the syllabus	**List of 7 aspects of past learning experiences that have affected your learning positively or negatively**	1-2
Learning Theory and Developmentally Appropriate Practice Assignments			
Jan. 21	Online theorist research **image and notes** with sources cited		1-5
Jan. 26-28	Reading: NAEYC Position Paper on Developmentally Appropriate Practice (DAP) pgs. 1-13 **Reading note sheet** **Suggested community norms revisions**	Reading: 10 Effective Developmentally Appropriate Practices NAEYC Position Paper on Developmentally Appropriate Practice (DAP) pgs. 14-28 **Developmentally appropriate practice examples and comparisons**	1-5
Lesson Planning Overview			
Feb. 2-4	Resource: Lesson Plan Template **Annotated lesson plan template**	**List of at least 10 specific forms of assessment and pros and cons**	1-5
Social Studies Standards, Curriculum, and Pedagogy			
Feb. 9-11	Reading: "Why Teaching Social Studies is Important" from NCSS **3-5 Implications for your teaching** **Copy of grade level social Studies lesson** **Research citations and talking points on 2 challenges to teaching social studies**	Resource: NYS Social Studies Standards Compilation Document **2 Grade level key ideas (with theme identified) from your grade level**	1-5
Feb.16-18	Resource: NYS Social Studies Standards Compilation Document **K-4 Standards scope and sequence** **Web of content specifications with applicable SS practices identified** **Teaching ideas for your lesson**	Resource: Lesson Plan Template "Powerful Teaching and Learning in Social Studies" from NCSS **Lesson Plan Analysis** **First draft of lesson plan components**	1-5
Feb. 23-25	**Revised draft lesson plan**	**Completed draft lesson plan**	1-5
Math Standards, Curriculum, and Pedagogy			
Mar. 2-4	Resource: NYS Math Standards **K-4 Standards and scope and sequence** **Copy of grade level math lesson**	Resource: Lesson Plan Template **Lesson Plan Crosswalk**	1-5

Mar. 9-11	**No Class! SU Spring Break**		
Mar. 16-18	**MATHO Board of Characteristics of Effective Math Learning Experiences**	Resources: NCTM Standards of Mathematical Practices Video, Chasing Einstein Math Practices Videos, 8 Standards of Math Practice Core Video, 8 Math Practices Rap **Math Practices Card Sort**	1-5
Mar. 23-25	**Lesson Plan Analysis**	**Annotated Lesson Plan**	1-5
Science Standards, Curriculum and Pedagogy			
Mar. 30-Apr. 1	Resource: "Strategies for Effective Science Teaching: The Student Thinking and Content Storyline Grade K-3" **Phenomena Note Sheet** **Copy of grade level science lesson**	Resource: "How to Use the 5E Model in Your Science Classroom" 5E Slide Show **K-4 Science Scope and Sequence** **5E Graphic/Explanation/Effect on Learning**	1-5
Apr. 6-8	**Resource: 5E Lesson Plan Analysis** **5E Lesson Plan Crosswalk**	Resource: "Questions and the 5Es" **Questions for the 5E Model**	1-5
Apr. 13-15	**Lesson Plan Crosswalk**	**Annotated Lesson Plan**	1-5
Apr. 20-22	**Reflection**		
	Digital metacognitive portfolio		1-5
Apr. 27	No Seminar! Wrapping up! ☑ Make sure **all assignments** are submitted. ☑ Complete EDU 215 **Course Evaluation**! (Please and Thank you!)		1-2



https://schoolhabits.com/what-to-do-when-youre-overwhelmed-with-late-assignments/