FRESNO PACIFIC
U N I V E R S I T Y

Independent Study Online Course Syllabus

Course Number: EDU 914

Course Title: Elementary Curriculum on the Web

X Online   ☐ Distance Learning

Instructor: Bob Jost **Phone/Voicemail:** 559-495-1919 **Email:** bobjost@gmail.com	**Units: 3** **Grade Level: K-6**

Course Description

Unlike intermediate and secondary educators who usually specialize in teaching a single subject-matter curriculum, elementary educators are expected to teach a broad range of subjects (Reading, Language Arts, Mathematics, Science, Social Studies, etc.). Locating appropriate resources to support, enhance and enrich this diverse curricula can be a real challenge for elementary educators. Fortunately, in the past several years, a wide array of resources for all of the elementary subject-matter curriculum has become available on the World Wide Web. This course will introduce elementary educators to this "Elementary Curriculum on the Web".

Course Dates

EDU 914 is self-paced. Course participants may enroll at any time and begin working immediately.   Course participants may complete the course in a minimum of three weeks (one week per credit as per University policy) or may take up to one year from the date of registration to complete the course.

Course Materials
All of the course content for this online course is delivered from the course web site at:

http://www.cotwcourses.net/elementary

The online exploration components of each module of the course links course participants to a wide range of elementary curriculum resources on the web.

http://www.cotwcourses.net/elementary/intro/links.htm

Technology Requirements: (For online courses)

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Course Requirements

- Course participants will analyze the elementary curriculum content standards for their state.
- Course participants will identify and select one of their state's elementary content standards as the focal point for their online explorations and projects.
- Course participants will explore and analyze a wide range of elementary curriculum web resource sites.
- Course participants will maintain a logbook in which they identify grade level appropriate web resources from each broad category and reflect on how these web resources will be useful in their classroom.
- Course participants will develop and/or reinforce online research skills that will enable them to locate additional web resources to support their elementary curriculum.
- Course participants will develop a standard-specific collection of online resources.
- Course participants will develop a lesson plan or curriculum unit that integrates the online curriculum resources.
- Course participants will submit their logbook, a bookmarks/favorites collection and a lesson plan to the instructor for review upon completion of the course. These documents may be submitted in hard copy or digital format.

National Content / Common Core Standards

This course focuses directly on the State Content Standards and/or Common Core Standards of each of the course participants. Course participants will begin the course by analyzing their State Content Standards and/or Common Core Standards. They will identify one or more of these content standards as the focal point of their explorations throughout the course. Their course projects will be developed in alignment with the State Content Standard or Common Core Standard that has been selected.

Course participants will utilize one or more of these sites to access their state's content standards.

Education World: State Standards
http://www.education-world.com/standards/state/index.shtml

Developing Educational Standards
http://edStandards.org/Standards.html

StateStandards.com
http://www.statestandards.com

Course Participants will utilize this site to access the Common Core Standards.

Common Core State Standards Initiative
http://www.corestandards.org/

This course is in alignment with multiple elements of the **ISTE National Technology Standards for Teachers 2008 standards.**

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

a. promote, support, and model creative and innovative thinking and inventiveness.

b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.

d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

a. participate in local and global learning communities to explore creative applications of technology to improve student learning.

b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

This course is also in alignment with key elements of the **National Board for Professional Teaching Standards: The Five Core Propositions** including:

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- They deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.

Learning Objectives / Outcomes (showing alignment to applicable National Teaching standards and National Content /Common Core standards)

- Course participants will analyze the elementary curriculum content standards for their state.
- Course participants will identify one of their state's elementary content standards as the focal point for their online explorations and research projects.
- Course participants will compare web-based instructional support resources including:
    - Elementary educator support resources
    - Elementary curriculum support resources
    - Elementary curriculum enrichment resources
    - Elementary teacher tools
    - Reference and research resources
- Course participants will develop and/or reinforce online research skills that will enable them to locate additional web resources to support their elementary curriculum.
- Course participants will develop a standard-specific collection of online resources
- Course participants will develop a lesson plan or curriculum unit integrating the web resources that were identified throughout the course.

Schedule of Topics and Assignments

Assignment Submission Key:
- LB – Logbook Entry – Logbook will be submitted for review upon completion of the course.
- EM – E-Mail to Instructor – Instructor will respond within 24 hours
- WBD – Web Discussion Board – Provides an opportunity for course participants to communicate and collaborate with other course participants.
- Bookmarks/Favorites – Course participant's personal collection of standards-based web resources

Registration / Initial Contact with Instructor

- Participant registers with Fresno Pacific University Center for Professional Development.
- Instructor sends an email message to course participant confirming the receipt of registration data, notification that the course materials packet will be mailed the following morning and online course access information.
- Course participant may begin working on the course immediately.
- Course support materials mailed to course participant via US Priority Mail.

Prior to beginning the course, participants will review:

- Course Introduction
- Course Overview
- Course Website Navigation
- Course Project Overview
- Course Grading Overview
- Initialize Course Logbook (LB)

Module 1: Online Community

- Introduction
- Assignment 1: Post Self-Introduction to Course Web Discussion Board (WDB)
- Assignment 2: Communicate with Other Course Participants (optional) (WDB/EM)
- Assignment 3: Course Grade Options - Notify Online Instructor via e-mail (EM)

Module 2: Elementary Curriculum Content Standards

- Introduction
- Exploration 2e1: Analyze State Content Standards and Common Core Standards (LB)
- Reflection 2r1: Identify a Specific State Standard for Research and Projects (EM)

Module 3: Educator Support Sites

- Introduction
- Exploration 3e1: Compare Educator Support Sites (LB)
- Exploration 3e2: Compare Professional Organizations (LB)
- Reflection 3r1: Identify and Reflect on the usefulness of specific Educator Support Sites (EM)

Module 4: Elementary Subject Matter Resources

- Introduction
- Exploration 4e1: Compare Reading/Language Arts Resource Sites (LB)
- Exploration 4e2: Compare Math Resource Sites (LB)
- Exploration 4e3: Compare Science Resource Sites (LB)
- Exploration 4e4: Compare Social Studies Resource Sites (LB)
- Exploration 4e5: Compare Art, Music & PE Resource Sites (LB)
- Exploration 4e6: Compare Lesson Plans Sites (LB)
- Reflection 4r1: Identify and Reflect on the usefulness of specific Subject Matter Resources (EM)

Module 5: Elementary Curriculum Enrichment Resources

- Introduction
- Exploration 5e1: Compare Online Museums (LB)
- Exploration 5e2: Compare Online Libraries (LB)
- Exploration 5e3: Compare Virtual Field Trips & Exhibitions (LB)
- Exploration 5e4: Compare Kid-Safe Web Portals (LB)
- Reflection 5r1: Identify and Reflect on the usefulness of specific Enrichment Resources (EM)

Module 6: Teacher Tools

- Introduction
- Exploration 6e1: Compare Teacher Tools (LB)
- Exploration 6e2: Compare Clip Art & Image Collections (LB)
- Exploration 6e3: Analyze Rubrics & Assessment Tools (LB)
- Exploration 6e1: Compare Classroom Webpages - optional (LB)
- Reflection 6r1: Identify and Reflect on the usefulness of Teacher Tools sites (EM)

Module 7: Web Reference Resources

- Introduction
- Exploration 7e1: Compare Educator Web Reference Resources (LB)
- Exploration 7e2: Compare Student Web Reference Resources (LB)
- Exploration 7e3: Compare Map & Atlas Resources (LB)
- Exploration 7e4: Compare State & Country Web Reference Resources (LB)
- Exploration 7e5: Compare Ecosystem & Animal Reference Resources (LB)
- Exploration 7e6: Compare Astronomy Web Reference Resources (LB)
- Exploration 7e7: Compare Biography Web Reference Resources (LB)
- Reflection 7r1: Identify and reflect on the usefulness of specific Reference Resources (EM)

Module 8: Online Research

- Introduction
- Explorations:

- Search Engines Introduction
    - Google
    - Ask
    - Yahoo! Search Direct
    - Other Search Engines
- Web Indexes Introduction
    - Yahoo! Directory
    - The Open Directory Project
    - Other Web Indexes
- Parallel Search Engines Introduction
    - Yippy
    - Other Parallel Search Engines
- Web Directories Introduction
    - The WWW Virtual Library
    - The Internet Public Library
    - InfoMine
    - BUBL Link

- Research and Building a Bookmarks/Favorites List (using your selected standard-specific topic)
    - Google (Bookmarks/Favorites)
    - Ask (Bookmarks/Favorites)
    - Yahoo! Search Direct (Bookmarks/Favorites)
    - Yahoo! Directory (Bookmarks/Favorites)
    - The Open Directory Project (Bookmarks/Favorites)

- Yippy (Bookmarks/Favorites)
- The WWW Virtual Library (Bookmarks/Favorites)
- The Internet Public Library (Bookmarks/Favorites)
- InfoMine (Bookmarks/Favorites)
- BUBL Link (Bookmarks/Favorites)

- Reflection 8r1: Reflection on Online Research (EM)

Module 9: Course Projects

- Project 1: Submit Standard-Specific Bookmarks/Favorites Collection (EM)
- Project 2: Develop and Submit Lesson Plan or Curriculum Unit (EM)

Module 10: Course Completion

- Final Reflections on Integrating Web Resources into Existing Elementary Curriculum (EM)
- Submit Logbook and Grade Report Forms to instructor (EM and US Mail)

Evidence of Learning

- The course instructor will observe understanding of the course objectives as demonstrated through the reflective writing assignments that are submitted via email at the conclusion of each of the ten course modules.
- Course participants will demonstrate their understanding of the course objectives in the logbook entries analyzing and reflecting on the usefulness of specific web resource sites for each of the broad categories of web resources.
- Course participants will demonstrate their ability to use online research tools to locate age-appropriate and educationally relevant web resources that support the specific state content standard that they have selected.
- Course participants will demonstrate their ability to integrate web resources into a lesson plan or unit of study that will be of immediate use in their classroom.

Grading Policies and Rubrics

Course assignments will have the following point value:

- Course e-mail, web board and list serve postings: 25 points
- Logbook: 25 points
- Project 1 (standard-specific bookmarks/favorites collection): 25 points
- Project 2 (standard-specific lesson plan or curriculum unit): 25 points

Rubric for Evaluating Assignments

Assignments will be evaluated by the instructor and the course participant's final grade will be calculated using the following scale:

- 90 – 100 points: Letter grade of "A"
- 75 – 89 points: Letter grade of "B" or grade of "Credit"
- 74 points or below: Grade of "No Credit"
- Note: Students who enroll in the course for a letter grade will only earn credit for the course if they achieve a letter grade of "A" or "B".

Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit the grade form when coursework has been completed. (Instructions are provided for online grading by the instructor.)

Instructor/Student Contact

Course participants will maintain an on-going dialog with the online instructor throughout the course and will have the opportunity to request personalized assistance from the instructor if necessary.

Course participants will submit their reflection statements to the instructor via email upon completion of each of the ten modules of the course. The instructor will respond with a detailed and personalized e-mail message within 24 hours.

Course participants will also have opportunities to communicate and collaborate with other course participants via the course web discussion board.

References/ Resources

The online explorations for each module of this course utilize reputable educational resource web sites, which are continually being revised by their parent organizations. The course web site is updated several times a year to purge defunct links and to add new web resources that have become available.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.