

EDU-902 – Curriculum Games for the Primary Grades

Independent Study Correspondence Course Syllabus

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Number of Graduate Semester Units: 3 units

Target Audience: K – 3rd grade teachers

Course Description

In order to maximize the teaching/learning experience, an effort should be made to make learning a pleasantly stimulating and exciting experience. One way to achieve this is to use games because they provide attractive frameworks for learning. Due to the fact that games are a novelty they arouse interest, and in turn, what otherwise may be tedious drills become fun. Well planned curriculum games not only help to develop a zest for learning; they enhance the efficiency for remembering what was learned. In addition, the atmosphere created by games can be especially helpful for those students who do not respond well to other types of structured learning activities. Implementation of instructional games in the classroom is not only motivational but will result in higher achievement.

The games and activities included with this course are excellent for cooperative learning groups, learning centers, and whole class participation in grades 1-3. Skill areas include spelling, word usage, vocabulary development, proofreading, basic math, problem solving, critical thinking, and more.

Note: There is no required textbook for this course.

Required Texts and Course Materials

Course Materials: In addition to the course manual, *Curriculum Games for the Primary Grades*, and the other learning activities found on the Flash Drive, the course materials consist of a Chip Pack, which includes colored transparent vinyl chips and pawns to be used as markers for many of the activities and a clear vinyl spinner that can be used on the Overhead Projector or with a Document Camera. The course manual is in a PDF format. **Note:** The course manual is in a PDF format. Users will need the free Acrobat reader to open and view the files (<http://get.adobe.com/reader/>)

Course Packet: The course packet includes information about the course, instructions and rubrics for completing course assignments, information about Fresno Pacific University (FPU), and specifics on FPU and Continuing Education policies and procedures.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

NCTE/IRA Standards for the English Language Arts (<http://www.ncte.org/standards>)

These standards are designed to complement other national, state, and local standards and contribute to the ongoing discussion about English language arts classroom activities and curricula. The standards are based on the guiding visions. Many of the activities in the course, Curriculum Games for the Primary Grades, focus on the standards at the core of a solid mathematics instructional program for primary students as published in the by the **National Council of Teachers of Mathematics** in the Principles and Standards for School Mathematics (<http://standards.nctm.org>).

Common Core State Standards (CCSS) (www.corestandards.org)

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The goal of this initiative is to develop a common core of state standards in English-language arts and math in grades K-12. The point of this effort is simple: improving teaching and learning to ensure that high school graduates in every part of the nation have the knowledge and skills they need for college or a career. The Common Core Standards are both research and evidence-based as well as internationally benchmarked. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers. Though the program is optional, states that adopt it are more likely to receive Race to the Top federal dollars.

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.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Examine state or national standards in the area of reading/language arts and math, and align those standards with course content.	NBPTS 2,3,4	
2. Present alternate approaches to drills necessary for mastery of selected skills while involving students in activities that promote active participation.	NBPTS 2,3,4	
3. Engage students in high-interest, flexible, learning activities that demonstrate mastery or progression towards meeting the standards and describe each experience through reflective writing.	NBPTS 2,3,4	
4. Create an environment in which teachers and students work as active learners and students are encouraged to communicate knowledge through the use of appropriate activities which are described through reflective writing.	NBPTS 1, 2,3,5	
5. Develop activities that meet the specific needs of a diverse student population.	NBPTS 1,2,3	
6. Review and analyze current trends in education.	NBPTS 1,4	
7. Promote staff interaction through observation and sharing and describe the reaction of colleagues through reflective writing	NBPTS 1,2,4,5	

8. Assess and reflect upon teaching practices and the classroom environment in relation to the course content by responding to focus questions.	NBPTS 4,5	
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* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Module 1 – Standards-Based Instruction	<ul style="list-style-type: none"> Locate and explore relevant standards. Reflect upon how standards guide teaching practices. 	20 pts
Module 2 – Learning Activities	<ul style="list-style-type: none"> Identify activities in the course content appropriate for the level of the students in your classroom. Align each of the activities to national, state, or district standards. Implement the activities and complete a reflection for each one assessing the results 	30 pts
Module 3 – Activity Development	<ul style="list-style-type: none"> Design and develop one activity that infuses reading or math with another subject area 	10 pts
Module 4 – Teacher Collaboration	<ul style="list-style-type: none"> Promote staff interaction and collaboration through the sharing of ideas and relevant teaching practices. 	10 pts
Module 5 – Article Review	<ul style="list-style-type: none"> Review and analyze current trends in reading education specifically related to your teaching situation 	10 pts
Module 6 – Reflective Essay	<ul style="list-style-type: none"> Reflect upon the course content and analyze the implications for teaching. 	10 pts
Module 7 – Create a Game	<ul style="list-style-type: none"> Create-A-Game - Math or Language: Using any of the formats listed in the assignments, or any that you have created, design a game for use in your classroom. 	10 pts
	TOTAL POINTS	100 pts

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor

Grading Rubric

Grade	Percentage	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

This course requires a minimum of three contacts between the student and the instructor. The first contact point occurs after the student enrolls in the course. The instructor contacts the student by phone to welcome them to the course and Fresno Pacific University. The instructor provides an overview of the course, material, assignments, and expectations for successful completion of the course. This initial interaction also establishes a foundation for future interactions (via email or phone). The second interaction should occur when the student is approximately half-way through the course. The instructor can field any assignment questions and learn what has been most beneficial to the student so far. The final conversation occurs at the end of the course. This

interaction provides a final check that all assignments have been completed, final grade request has been submitted, and answer any final questions or concerns.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

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 per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can 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. If you need technical support, please contact your Internet Service Provider.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/students/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes

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