

Intersession 2000

EDUC 489 - 4
S.T. - Designs for Learning: Curriculum in
Multidisciplinary Settings (K-12)

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Mondays & Wednesdays 8:30-12:20pm

D01.00

PREREQUISITE

Educ 401/2 or equivalent

COURSE DESCRIPTION

This course will offer new and practicing teachers an opportunity to explore and design multidisciplinary curricula. Subject areas that will be considered are: English Language Arts, Social Studies, Mathematics, and Science as well as Fine Arts, and Physical Education. Participants will examine the history of curriculum development in North America and its relationship to issues relevant to an integrated society ". . . in order to help [participants] move developmentally from a clear understanding of the differences between and among disciplines to an appreciation of their interconnectedness" (Baloche et al., 1996). A variety of conceptual frameworks for integrated curriculum will be examined and used by the participants to design units in a collaborative manner. These investigative and project-based units will consider individual student needs and the Ministry mandates and documents.

OBJECTIVES Through the work in this course, participants will:

- determine core concepts in English Language Arts, Social Studies, Mathematics, Science, Fine Arts, Physical Education, and Core French using the B.C. Integrated Resource Packages;
- clarify and articulate understandings regarding the nature of effective teaching practice in all of the disciplines noted above;
- explore conceptual frameworks for planning that focus on both the integrity within and the connections between disciplines;
- clarify and articulate beliefs regarding the place of multidisciplinary curricula in today's schools;
- examine sound assessment and evaluation practices for multidisciplinary teaching;
- create and share examples of multidisciplinary curriculum design for application in the classroom;
- develop an understanding of the process of collaboration while working in groups.

COURSE REQUIREMENTS

Attendance and active participation in all sessions is expected. In conjunction with the instructors, students will develop criteria for the evaluation of their learning. Assignments include:

- reflective journal
- curriculum critiques
- multidisciplinary curriculum unit design
- analysis of Integrated Resource Package
- written reflective summary

REQUIRED TEXTS

Clark, E. T. Jr. (1997). Designing and Implementing an Integrated Curriculum: A Student-Centered Approach. Brandon, VT: Holistic Education Press

Daniels, H. & Bizar, M. (1998). Methods that Matter: Six Structures for Best Practice Classrooms. Pembroke Publishers

Jacobs, H. H., ed. (1989). Interdisciplinary Curriculum: Design and Implementation. Alexandria, VA: ASCD

McTighe, J. & Wiggins, G. (1999). The Understanding by Design Handbook. Alexandria, VA: ASCD

RECOMMENDED TEXT

Drake, S.M. (1993). Planning Integrated Curriculum: The Call to Adventure. Alexandria, VA: ASCD

Erickson, H. L. (1998). Concept-Based Curriculum and Instruction: Teaching Beyond the Facts. Thousand Oaks, CA: Corwin Press Inc.

Other readings will be provided throughout the course.

Baloche, L., Hynes, J., and Berger, H. (Spring, 1996). "Moving Toward the Integration of Professional and General Education" in Action in Teacher Education.