College of Charleston  
EDEE 382  
Application of Curriculum and Instruction: Grades 2-6  

Spring 2015

**Instructor:** Barbara A. Veal, vealba@cofc.edu (cell- 697-1167,  
Home- 795-0801)

**Meeting time and place:** Wednesday, 8:00-11:00  
North Area Campus, field school

**Grading and Attendance:** Class attendance, punctuality, and  
professional behaviors are expected.

**Course Description:**

This course provides candidates seeking elementary grades certification  
an opportunity to observe and teach whole classes or small groups of  
students. Candidates will observe how subject area content is taught  
and will practice planning, instruction, and assessing elementary grade  
students.

**Course outcomes:**

1. Analyze how and why academic content areas are taught in the  
   manner observed in conjunction with ADEPT and South Carolina  
   standards. (PD 1 & 6)
2. Work effectively with the entire class and small groups of students.  
   (PD 5, 7, & 8)
3. Plan four lessons and develop appropriate assessments. Teach the  
   approved: developmentally appropriate lessons in the field placement  
   classroom. (PD 2-7)
4. Recognize and describe the role of SC Curriculum and/or Core  
   Standards in planning, teaching, and assessment. (PD 1, 2, & 3)
5. Use technology as a planning and teaching tool. (PD 5 & 6)
6. Recognize the learning needs of diverse students. (PD 5, 6, 7, & 8)

**Course Text:** ADEPT overview and selected readings provided to  
students.
Course requirements:

1. **Attendance (20 points)**
   Attendance is vital in this course. If you miss more than two classes, you will receive a WA/F in the course. Prompt arrival at all field placements and on-campus courses is extremely important. Try not to be tardy. If you are tardy or absent, you must text the field instructor to let her know what is going on. Do this before **8:00** if possible.

2. **Photos from teaching experience (15 points)**
   You are expected to include photos from your teaching experience. Photos should be of you teaching and/or photos of the class. Place these first in your notebook.

3. **Written responses to Reflection Prompts (100 points) 5 X 20**
   Reflection Prompts will be given to you to read and review. You are responsible for providing a one to two page, thoughtful response to the prompt each week that one is given. The responses should be submitted- typed and double spaced.

4. **Field Experience Notebook (60 points)**
   Your notebook should be a 3-ring notebook in tabbed sections as listed on the next page. You will be expected to plan and conduct four lessons in your assigned classroom during the semester. At the end of the semester you will be expected to turn in a field notebook. Your notebook will be turned in at the end of the semester and you will be given a final grade for content, organization, and neatness of your notebook.

   ****See the next page for the notebook order and requirements. *******

5. **ADEPT lesson plans (80 points) 4 X 20 pts. each**
   - Revised lesson plans (80 points) 4 X 20 pts. each
   - Reflections of lessons taught (80 points) 4 X 20 pts. each

6. **Final exam (65 points)**
   Exam topics will provided for students to make project choices. Students will opt to work with a partner or work along.
Requirements for Field Experience Notebooks
Prof. Veal

Your notebook should be a 3-ring notebook binder in tabbed sections as listed below. You will be expected to plan and conduct four lessons in your assigned classroom during the semester. At the end of the semester you will be expected to turn in a field notebook with the following:

**Introduction:** Include any information given to you about your school. Include several photos of you teaching your lessons. A CCSD school calendar should also be there.

**Section 1:** Your ADEPT lesson plans, revised lesson plans, and reflections from the lessons are first.

**Section 2:** Next should come your yellow ADEPT forms.

**Section 3:** The assigned articles and the written responses to the articles are next.

**Section 4:** Any handouts, worksheets, and games from our class at the North Area Campus are last.
Your lesson plan must be reviewed and approved by the content areas course instructor, cooperating teacher AND course supervisor prior to teaching them. Therefore you may not teach a lesson before receiving feedback/approval on your lesson plan from the content area and cooperating teacher.

The lesson plan should be e-mailed to the field instructor at least two days before the day that the lesson is being taught. Points will be taken off if the work is late.

Each student in class will be given a red lesson plan folder with pockets. You will teach your lesson one Wednesday. The next Wednesday you will turn in your red folder with the following: your lesson plan, revised lesson plan, and your reflection of what you taught. Please turn in your white ADEPT copy if I did not evaluate you on that lesson. On the following week your folder will be given back to you for the next lesson you turn in.

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Attendance Policy-
• More than two absences will result in WA/F.
• All missed field sessions must be made up on a designated make up date. This must be arranged with the college supervisor and the cooperating teacher. Three tardies equal one absence. Text or call me if you know you are going to be late or absent.
Attendance: 20 points
Photos from teaching: 15 points
Written responses: 100 points
Field experience notebook: 60 points
ADEPT lesson plans: 80 points
Revised lesson plans: 80 points
Reflections of lessons: 80 points
Final exam: 65 points
Total: 500 points

Grading Scale

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>480-500</td>
<td>A</td>
</tr>
<tr>
<td>449-479</td>
<td>A-</td>
</tr>
<tr>
<td>428-448</td>
<td>B+</td>
</tr>
<tr>
<td>407-427</td>
<td>B</td>
</tr>
<tr>
<td>386-406</td>
<td>B-</td>
</tr>
<tr>
<td>365-385</td>
<td>C+</td>
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<tr>
<td>344-364</td>
<td>C</td>
</tr>
<tr>
<td>323-343</td>
<td>C-</td>
</tr>
<tr>
<td>302-322</td>
<td>D</td>
</tr>
<tr>
<td>281-301</td>
<td>F</td>
</tr>
</tbody>
</table>
As you prepare for the lessons you will teach think about and follow these components. Use the following lesson format when you make your lesson plans, unless your course instructor has a specific plan.

<table>
<thead>
<tr>
<th>Title/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC State or Core Standard(s)</td>
</tr>
<tr>
<td>Objective(s)</td>
</tr>
<tr>
<td>Materials</td>
</tr>
<tr>
<td>Technology</td>
</tr>
</tbody>
</table>

**Procedures**

**Introduction-** Hook and connect to previous learning.
**Closing and lesson recall-** Connection to future learning.

**Assessment(s)**

**Accommodations**

Objective: State it so that the children can comprehend the vocabulary you use to state what they are going to be able to do.

Materials: Include ALL materials, especially any technology you use.

**Procedures:**

- What "hook" can you use to peak the children's interest in what you are about to teach during the prime leaning time of the lesson beginning?
- How can you involve the students in the first few minutes to get them to interact with the instruction? (ex) "Raise you hand if you have ever had your foot measured when you were going to buy a pair of shoes." What happened? You just made a real-life connection with math or measurement to be exact.
- How can you connect the learning to real-life, prior, or future learning?
Class Expectations:
1. Embrace learning in the field.
2. **Complete all written assignments on time.**
3. Maintain a professional demeanor including appropriate dress and conversation.
4. Turn your cell phone off while in the classroom. Do not use your cell phone in the classroom at all.
5. Be respectful of the learning community. Be positive! Refrain from sharing experiences on Blogs, Facebook, or Twitter.
6. Attendance is vital in this course. If you miss more than two classes, you will receive a WA/F in the course. Prompt arrival at all field placements and on-campus courses is extremely important.