A. Course Description

Credits: 3

Lab Hours/ Weeks: 

Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This course explores current methods for integrating curriculum and service learning into the urban elementary K-6 curriculum. Students will explore and experience various topics, themes, and issues that guide and make curriculum integration and service learning possible, developmentally appropriate, and culturally relevant. Urban teacher candidates will learn how to integrate curriculum and service learning in ways that address the diverse learning styles, experiences, needs and talents of urban learners. Curriculum integration contrasts with the traditional separate-subjects approach that teaches reading, writing, math, science, social studies, health, art, etc. in isolation and at separate times. Service learning is introduced as a core approach for integrating academic learning, civic engagement, and opportunities to address critical issues or problems in students communities. Teacher candidates in this course will work independently and cooperatively to design, plan and implement at least one integrated curriculum unit and one service-learning project for urban elementary students to engage and learn in their community. Field experience hours are part of the course requirements.

B. Course Effective Dates: 08/01/2007 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Demonstrate competence related to the Standards of Effective Practice for Beginning Teachers aligned with this course.
2. Develop their own plan for creating and managing a positive learning environment that respects the racial/cultural/linguistic/gender and learning differences in an urban classroom.
3. Identify principles of behavior assessment and management necessary for effective classroom management in diverse urban environments, along with the implications of ineffective classroom management on students, including those from historically underserved, and oppressed groups.
4. Identify the differences between classroom management, discipline, student behavior management, and crisis management.
5. Learn applications of management strategies to address typical classroom behavior problems.
6. Learn strategies for integrating parental involvement and developing positive parent-teacher-child relationships in the urban setting.
7. Plan for organizing and integrating the physical, emotional, social and academic components of an effective learning environment in urban settings.
8. Practice effective communication skills for use with students, parents, and other educators.
9. Understand student motivation and how to engage students in their learning through individual and group work.
10. Understand the strengths and weaknesses to various approaches to elementary classroom management within an urban context.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

G. Special Information

None