



**EDUC 2415 Elem Curriculum & Teaching section name section credit hours Credits**  
Syllabus

## Course Information

**Meeting times and location:** section meeting\_times section location

**Catalog description:** This course will emphasize effective teaching methods and lesson design for the elementary level (Kindergarten - 8th grade) that promotes hands on learning and encompasses state standards. Strategies for leading a class in small and large group settings as well as maintaining a classroom environment that is conducive to learning will be emphasized. Practicum assignments allow students the opportunities to evaluate the effectiveness of their curriculum activities and teaching methods.

**Prerequisites:** EDUC-2105(EDUC-240) and EDUC-2365(EDUC-250)

**Terms offered:** All Semesters

**Section-specific Course Description:**

## Course Level Objectives

The student learning outcomes for this course (from the NM Higher Education Department) are mapped to the following teacher competencies:

- **NM-PED Elevate Domains:** The New Mexico teacher evaluation system is called Elevate NM. [Click here for Elevate NM website.](#)
- **InTASC:** NMPED requires that educator preparation programs (EPPs) demonstrate alignment to the Interstate Teacher Assessment and Support Consortium (InTASC) standards. [Click here for InTASC website.](#)
- **CAEP:** Council for the Accreditation of Educator Preparation. [Click here for the CAEP website.](#)
- **AAQEP:** Association for Advancing Quality in Educator Preparation. [Click here for the AAQEP website.](#)

<p><b>a. Student Learning Outcomes from the New Mexico Higher Education for this course</b></p>	<p><b>a. NM-PED Elevate Domains</b></p> <p><b>a.</b></p>	<p><b>a. INTASC</b></p>	<p><b>a. CAEP</b></p>	<p><b>a. AAQEP</b></p> <p><b>a.</b></p>
<p>Critically review, select, and adapt materials, resources, and technologies and analyze them for (A.8)</p> <ul style="list-style-type: none"> <li>a. age appropriateness;</li> <li>b. developmental level;</li> <li>c. cultural and linguistic background;</li> <li>d. exceptionalities;</li> <li>e. biases and stereotypes;</li> <li>f. content appropriateness in regard to curriculum;</li> <li>g. reading level;</li> <li>h. relevance to students.</li> </ul>				
<p>Use learning theory, knowledge of the subject matter, and curriculum development in planning instruction to meet curriculum goals.</p>				
<p>Support the physical, social, emotional, cognitive, and linguistic development of students when planning instruction.</p>				
<p>Plan learning opportunities, recognizing the various learning styles of individuals/groups, according to the nature of the content being taught.</p>				

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<p>Create short and long term plans that are linked to student needs, performance, learning styles, family, culture, and community</p>				
<p>Develop lessons that provide for the success of students with exceptionalities, including learning disabilities, visual and perceptual difficulties, and physical or mental challenges.</p>				
<p>Use assessment strategies and instruments appropriate to the learning outcomes being evaluated.</p>				
<p>Develop sequential lessons that include knowledge of the discipline, student diversity, the local community, and the district/state curriculum goals.</p>				
<p>Construct activities and transitions that guide students to be focused and reflect positive classroom management.</p>				
<p>Select materials and tools for measuring and evaluating student progress, and uses the information to plan appropriate instruction.</p>				

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<p>Interpret and use results of standardized instruments, including and understanding of percentiles, means, stanines, grade equivalence, and item analysis</p>				
<p>Recognize developmental levels of student knowledge and skills including typical and atypical patterns</p>				
<p>Articulate effective communication methods when discussing assessment results with students, parents, lay audiences, and other educators</p>				
<p>Create instructional opportunities that show sensitivity to differing approaches to learning and may be adapted to diverse learners</p>				
<p>Compare the various cultures, history, and values of the community in which he or she plans to teach</p>				
<p>Explain how special education regulations affect education and students with differing levels of abilities</p>				

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<p>Demonstrate how lessons and strategies may be adjusted to meet the needs of students with exceptionalities, with regard to academic levels, the physical environment, and emotional needs</p>				
<p>Compare the various theories of cognitive, social, aesthetic, emotional, and physical development</p>				
<p>Demonstrate knowledge of mathematical concepts through a variety of teaching techniques, and can link assessment and instruction to the New Mexico standards and benchmarks for mathematics</p>				
<p>Construct opportunities for elementary aged students to develop a variety of mathematical skills and concepts, including reasoning, logic, and tools such as technology and manipulatives in problem solving</p>				
<p>Use open ended problems and activities to allow elementary students to expand creatively on the material learned in classrooms</p>				

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<p>Demonstrate strategies to increase elementary students' language arts abilities in phonemic awareness, phonics, word recognition, vocabulary development, fluency, comprehension, and writing</p>				
<p>Use the scientific method to help develop young students' abilities to identify and communicate a problem, and to design, implement, and evaluate a solution</p>				
<p>Create activities and describe instructional methods that would promote full participation in an elementary science program, in a way that responds to student diversity</p>				
<p>Demonstrate understanding of the principles of teaching and learning process that underlie social studies concepts and can translate into meaningful learning activities focusing on inquiry, authenticity, and collaboration</p>				
<p>Communicate the concept that social studies encompass history, geography, anthropology, archeology, economics, political science, psychology, and sociology and the interconnected relationship with other disciplines</p>				

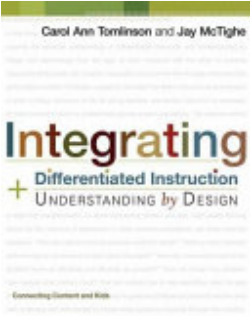
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<p>Demonstrate strategies for helping students use multiple resources including documents, artifacts/regalia, direct observation, human resources, and personal background as part of the inquiry/research process.</p>				
<p>Construct experiences that provide opportunities for students to appreciate the historical development of democratic values, institutions, nations, and cultures.</p>				
<p>Describe ways to engage elementary students in activities that require them to formulate, analyze, synthesize, and critique issues by using well-reasoned, clearly supported arguments, policies, and positions.</p>				
<p>Construct activities that encourage elementary students to present social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology.</p>				

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<p>Implement components of art such as history, art making, appreciation, and criticism through dance, music, theater, and the visual arts, appropriate to students' developmental levels.</p>				
<p>Uses the arts as interdisciplinary units and themes.</p>				
<p>Explains distinctions and connections between arts disciplines and arts experiences, and encourages study and active participation that leads to skill development and appreciation.</p>				
<p>Provides opportunities for elementary students to communicate at a basic level in the four art disciplines of dance, music, theater, and visual arts, including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each discipline.</p>				
<p>Explain how to enable elementary students to develop and present basic analyses of works of art from structural, historical, and cultural perspectives.</p>				

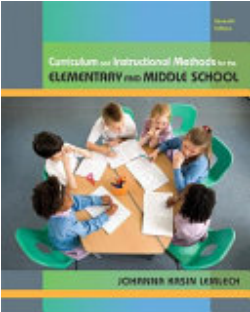


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<p>Expose children to exemplary works of art from a variety of cultures and historical periods and provides opportunities for students to discuss and respond to them.</p>				
<p>Relate basic types of arts knowledge and skills within and across the arts disciplines and makes connections with other disciplines.</p>				

**Required Texts and/or Materials**



**Integrating Differentiated Instruction & Understanding by Design**  
 9781416602842  
 Carol A. Tomlinson, Jay McTighe  
 ASCD  
 2006-01-01



**Curriculum and Instructional Methods for the Elementary and Middle School**  
 9780135020050  
 Johanna K. Lemlech  
 Allyn & Bacon  
 2010-01-01

## Required Technology and Software

- Canvas
- Chrome, Safari, or Firefox

## Technical Support

Technical support is available through the San Juan College Help Desk 24/7/365. The help desk can be reached at 505-566-3266 or by creating a ticket at [San Juan College Help Desk](#).

For tickets and password reset: [San Juan College Help Desk](#)

For Canvas support information: [Canvas Support](#)

## Accessibility/Privacy Policies for all Technology Tools Used

Scroll to the middle of the linked page to view

[Accessibility/Privacy Policies for all Technology Tools Used](#)

## Course Requirements

Students will do the following activities: Group work, written essays, visitation to area sites, and development of elementary classroom resources.

## COVID Safe Practices for Being on Campus

COVID Safe Practices for Being on Campus

What to do if you have COVID-19 symptoms, are exposed or test positive:

- Do NOT come to campus
- Contact your Instructor
- Complete the COVID Intake Form
  - [SJC COVID-19 Intake Form on SJC Work Order System \(samanage.com\)](#): You will need to scroll back to the top of the screen and click the Request Item button to submit

the form.

- The Pandemic Coordinator will review the intake form and contact you with further guidance, including when you can return to campus.

Additional SJC COVID-19 information and resources can be found on the [Coronavirus](#) webpage.

## Student Support

### **Student Services and Support**

At San Juan College, we support your academic success and overall health. We know that students often experience a range of stressors that can impact learning and well-being. If you, or someone you know is experiencing mental health concerns, or could benefit from effective academic strategies, there are free and confidential resources available to enrolled students through the Counseling Center. To learn more, visit the [Counseling Center website](#) or call 505-566-3404.

The Student Support webpage provides information on counseling, tutoring, technical support, and many other support services available to San Juan College students.

[Student Support](#)

### **Academic Support**

Academic Support webpage provides information on academic advising, the library, Testing Center, and the honors program.

[Academic Support](#)

## Participation and Attendance Policy

Attendance is required in weekly classroom setting Face to Face or ZOOM Link. Visitation to area cities is required.

## Inclement Weather Information

Students will receive notification of class delays and cancellations due to inclement weather via the SJC SunsAlert and SJC student email. Face-to-face classes will not meet in person; however,

students are advised to check with instructors about alternative meeting options, as some may choose to meet via zoom. Hybrid classes will meet as scheduled via zoom. For questions regarding your class delay or cancelation, please contact your instructor. If you have not already done so, [Sign up for SJC SunsAlert](#) to stay up to date on weather alerts.

## Other Classroom Policies and Expectations

ALP candidates must pass this class with at least a C grade or 70%.

## Canvas Participation and Expectations

Students can expect to log into CANVAS for at least 4 hours weekly.

## Instructor Response Times & Regular Interaction Expectations

Instructor response time is 24 hours.

## Course Time Commitment

Students should plan on 4-8 hours per week for this course.

## Grading

**All of your course requirements are graded using points. At the end of the course, the points are converted to a letter grade using the scale below.**

**A = 90% - 100%; B = 80% to 89%; C = 70% to 79%; D = 60% to 69%; F = below 50%**

**Students (Teacher Candidates) participating in the Alternative Licensure Program must receive a grade of a C or higher in this course.**

**Final grades are based on the points earned throughout the course and are not rounded to the next higher letter grade.**

**Assignments will be uploaded to canvas for grading. Assignments are to be submitted to CANVAS by 11:59pm on the date they are due, unless otherwise noted in the syllabus**

Specific guidelines and the point scale for each assignment are available on Canvas.

## Key Dates to Remember

[Full Academic Calendar](#)

## Course Schedule

This course will meet for 2 hours weekly. This is an 8 week course.

## College Policies

The following information also applies to your work in this class. If you have special needs for campus emergency situations, please inform me immediately.

### 1. Academic Accommodations - American with Disabilities Act (ADA)

If you believe you need academic accommodations due to physical or other disabilities, you are encouraged to contact Disability Services as soon as possible. The coordinator can work with you to determine eligibility and appropriate accommodations strategies. Please go to your MY SJC portal page, click on Disability Services, and complete all the steps.

You can also contact the college's disability coordinator at 566-3271 or [disabilityservices@sanjuancollege.edu](mailto:disabilityservices@sanjuancollege.edu). More information is available on the website listed above.

### 2. The Family Educational Rights and Privacy Act (FERPA)

Refer to the catalog for information regarding [FERPA](#).

### 3. Academic Honesty Rules

San Juan College expects all students to adhere to the [Academic Honesty Rules](#) as posted online. These are the official guidelines for all classes at San Juan College.

#### 4. Student Conduct Statement

College is preparation for professional opportunities, and professional conduct is expected in courses, including online classes, as well as any written communications, and interactions with members of the college community. As part of our learning community, students are expected to interact and communicate in a mature, respectful, thoughtful, and supportive manner. Students who demonstrate disrespectful, hostile, belittling, bullying or other disruptive behavior will be subject to potential consequences and possible dismissal from the college. The college will take appropriate action when students demonstrate threatening behavior (to others or self). Students should refer to the Code of Conduct in the Student Handbook for additional information.

#### 5. Student Safety

Keeping students safe is a priority, and part of that is ensuring that we have the ability to communicate emergency messages to you. SJC SunsAlert is San Juan College's Emergency Notification System that will provide you with real-time information about campus closures, extreme weather, and other emergencies through your San Juan College email, text alerts, and phone calls. Should an emergency occur prior to activating your SJC SunsAlert, you will only receive messages through your San Juan College email. To receive a phone call and text alert, you must activate your SJC SunsAlert account and register your phone number. To activate your SJC SunsAlert account, you will need to download the Everbridge App in the App Store or Google Play. Once the app is downloaded follow these steps:

- Open the app
- Click on "Find an organization or subscription" button
- In the search box, either type in San Juan College or 87402
- Click on "SJC SunsAlert"
- Sign on using your SJC email and password
- Once you sign in, you will want to click on "Manage My Profile"
- Click on "edit"
- Include your preferred communication methods.
- Enter your cell phone number in the personal text msg field to ensure you receive text messages.
- Confirm all information (phone number & email) is correct and up to date.
- If you need help with the app, please call John Myers at 505-566-4224 or Kenny Hibner at 505-566-3050.

In the event of an emergency, an SJC SunsAlert message will be sent, and depending on the situation, you will be instructed to do one of the following:

- Evacuate the building

- Shelter in place (Campus doors are locked, and operations continue as normal. During this situation, no one other than law enforcement is allowed in or out of the campus.)
- Lockdown (Campus doors are locked. All operations cease, and you should take cover in your immediate area. No one other than law enforcement is allowed in or out of the campus.)

The Department of Public Safety (DPS) is available 24 hours per day. In an emergency, you can reach DPS staff by calling (505) 566-4444.

## **6. Non-Discrimination, Sexual Harassment, and Retaliation.**

San Juan College does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age, genetic, veteran's status, or on the basis of any other category protected under federal, state and local laws. If you have experienced sexual harassment, sexual assault, or any other form of protected class discrimination, we encourage you to make a report. If you report to a faculty member, she/he/they are obligated by policy to share knowledge, notice, and/or reports of harassment, discrimination, and/or retaliation with the Title IX Coordinator. These disclosures include but are not limited to reports of sexual assault, dating/domestic violence, and stalking. You may also make a confidential report to a SJC Counselor. Please refer to San Juan College's [Title IX](#) site for further details.

San Juan College's Title IX Coordinator is Stacey Allen, Assistant Director of Human Resources/Equity, Diversity, and Inclusion Officer. The office is located at the Educational Services Center Building, 2nd Floor, Human Resources, Room 4243 at (505) 566-3515 or [allens@sanjuancollege.edu](mailto:allens@sanjuancollege.edu).

## **7. Drop for Non-Attendance and/or Non-Participation**

### **Class Attendance and Participation Expectation:**

Face-to-Face -- Students are expected to attend and participate in class regularly. Any student missing more than 10% of consecutive class time, (For example, in a regular 15-week class that meets twice a week, this equates to the student missing 3 consecutive classes) without consultation with the instructor may be considered as having abandoned the course.

On-line -- Students are expected to participate regularly and submit all course assignments, based on the course guide definition. A student who does not submit any assignments during a consecutive 10% of the course (1.5 weeks of a 15-week semester) without consulting the instructor, may be considered as having abandoned the course. Logging in does not meet the attendance standard.

Competency-Based Education Classes -- Students are expected to have regular and substantive interactions with their instructor and to actively work on course content. A student who has not submitted coursework, nor had substantive interactions with the instructor over a

consecutive 10% of the term, without the instructor's prior approval, will be considered to have abandoned the competency progression. Last date of attendance will be recorded as the last date that coursework was submitted or that the student met with the instructor. For on-line learners, logging in does not meet the attendance standard.

#### **Failure to Meet Class Participation Expectation:**

Students who fail to meet participation expectations will have their last date of attendance recorded. This date will be used to recalculate any financial aid received/veteran's benefits received, and the student may be required to repay the institution/government. If the student does not drop the course, an 'X' grade will be recorded. An 'X' grade impacts the grade point average the same as an 'F'.

### **8. Grading Policies**

#### **Incomplete: Incomplete Grade Assignment ([Incomplete Grades Information](#))**

The grade of I (Incomplete) is given for passing work that could not be completed during the semester because of circumstances beyond the student's control. Ordinarily, the assignment of an I is given by the course instructor at the time final grades are due.

In no case is an I grade to be used to avoid assignment of D or F grades for marginal or failing work or to require a student to enroll in the class the next semester because work was not completed on time. Circumstances warranting the issuance of an I grade must be beyond the student's control and must be documented on the appropriate form prior to approval.

I grades can be removed only during the subsequent 16 weeks from the end of term, or within the time limit set by the instructor. Removal of an I is accomplished by completing the work in a manner acceptable to the instructor. Re-enrollment in the course under the repeat option does not remove the prior grade of I. Students should not re-enroll for the course. An I not made up within 16 weeks or within the time limit set by the instructor will change to an F grade thereafter and cannot be changed by work completion.

### **9. Grade Appeals**

The policy for grade appeals is in the Academic Catalog ([Grade Appeal Policy](#)).



The Student Handbook provides information on Student support, student organizations, and San Juan College policies.

[Student Handbook](#)

## Program Handbook

**Alternative Licensure Program Student Guide.** [Click here to access the guide.](#)

## Online Course Fee

Online Courses - San Juan College requires all online courses to include some form of assessment to demonstrate the mastery of course objectives. This could include exams, capstone projects, e-portfolios, presentations, final papers or other appropriate assessments. The use of a proctoring platform, plagiarism detection software or other method to ensure that assessments are completed by the enrolled student is required.

A course fee of \$5.00 is assessed for all online courses at San Juan College to cover the cost of the above services. Students who are required to take a proctored exam and choose to use a physical testing center outside the SJC Testing Center or SJC Disability Services will be responsible for the cost of using that center.