

Integrated Thematic Unit Plan Assignment and Assessment With NAEYC Standards

The Integrated Thematic Unit Plan (ITUP) Assignment and Assessment is completed by EDE majors in ECE431, by EDD and EDC majors in EDU480. In these classes, teaching candidates will plan the Integrated Thematic Unit but not necessarily teach it to children unless they have the opportunity to do so in a practicum setting.

In ECE431 and EDU480, teaching candidates will demonstrate their understanding of planning appropriate integrated teaching and learning experiences (activities and lessons) around a central idea or theme and be assessed on their planning of the Integrated Thematic Unit Plan.

The Integrated Thematic Unit Plan is completed in both student teaching placements for ECE 490/491 or EDU 490/491

In ECE 490/491 or EDU 490/491, teaching candidates will demonstrate their understanding of planning appropriate integrated teaching and learning experiences (activities and lessons) around a central idea or theme and be assessed on their planning and implementation of the ITUP.

Developmentally Appropriate Practice (Copple & Bredekamp, 2009) serves at the foundation for teaching children concepts through first hand experiences. It supports an integrated curriculum where children make connections between concepts and learning domains (physical, social, emotional, and cognitive) and learning disciplines (literacy, mathematics, social studies, science, art, music, physical education, and health). Themes enable children to immerse themselves into the study of a concrete topic. An ITUP requires the teacher to plan lessons and activities focusing on the designated theme in an integrated manner. The whole classroom environment (indoors and out of doors) and the classroom routine reflect the theme but it does not exclude non-theme lessons and activities. A center can be developed to address key concepts of the theme or some of the established centers can integrate the theme when appropriate. The theme activities and lesson plans include a wide variety of learning modalities such as spatial, linguistic, logical-mathematical, bodily-kinesthetic, musical interpersonal and intrapersonal to meet children's individual strengths and needs and include varying approaches to learning such as large group, small group and individual work. Themes often evolve into a project approach to teaching where children pursue a more in-dept investigation on a topic. The children's active participation in making decisions about how the project can be developed and how the children will engage in investigations to gain a fuller understanding of the world around them is used in a project approach (Katz & Chard, 2000).

While the length of the ITUP depends on the theme and the children's interests, you will design your plan for one week recognizing that the time and the theme can be extended.

The best source for selecting themes comes from the children and their interests and what is happening in their world. Sometimes sources for themes can be a special event in a child's family or in the school or in the community. Others sources can come from the topics designated for the grade level you are teaching or from curriculum areas such as literacy. Another source of a theme can come from the teacher's or a family's interest or passion.

References

Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington, DC: National Association for the Education of Young Children.

Katz, L. G. & Chard, S. C. (2000). *Engaging children's minds: The project approach* (2nd ed.). Norwood, NJ: Ablex

Materials Needed

Childhood and Early Childhood Department Lesson Plan and Reflection 3/22/06
 Guidelines for the Childhood/Early Childhood Department Lesson Plan 8/29/09
 Integrated Thematic Unit Plan Summary Form for ECE431, EDU 480, ECE/EDU490/491
 Integrated Thematic Unit Plan Grade Sheet Form for ECE431 and EDU480 (If instructed to use)
 Rubric with ACEI or NAEYC Standards depending on major

Instructions and Steps in Carrying Out the ITUP

The assignment and assessment is written for use in ECE431 and EDU480 and in ECE/EDU 490/491 student teaching. Instructions for both classes are listed below so that students will understand the expectations that are required in student teaching. Please follow the instructions for the appropriate class. Organize your written work using the Integrated Thematic Unit Plan Summary Form for ECE431, EDU 480, ECE/EDU490/491. All written work must be typed unless your instructor or student teaching supervisor directs you differently.

ECE431 and EDU480	ECE490/491 and EDU490/491
Consult with your course instructor on choosing an appropriate theme for the age or grade level you intend to plan your ITUP for.	After observing the interests of children in your classroom and considering other sources for selecting a theme, consult with your cooperating teacher and student teaching supervisor on choosing an appropriate theme for planning your ITUP. NAEYC 3
Decide on a theme and obtain agreement on the chosen theme with appropriate person from above.	Decide on a theme and obtain agreement on the chosen theme with appropriate persons from above. Give your written ITUP to your cooperating teacher and student teaching supervisor at least 1 week in advance of implementing the ITUP so that you can receive feedback on implementation. NAEYC 3

<p>Create a web or other graphic organizer by brainstorming subtopics for your theme. Initially, you can do this by yourself or with colleagues.</p>	<p>Create a web or other graphic organizer by brainstorming subtopics for your theme. Initially, you can do this by yourself or with colleagues. NAEYC 3</p>
<p>Do research on the theme and the subtopics. Use reference books, trade books, children's textbooks, children's books, the internet, or other people (colleagues, adult family members, friends, community people or community resources). As you research, write down concepts, facts, and vocabulary words that are related to the theme and the subtopics. They can be bulleted statements. Define terms that you will teach or use with children at the level of the children's understanding. Begin a list of the resources you used and a bibliography of books and websites. Add to your resource list, songs, finger plays, music, videos, computer applications, props, pictures, artifacts/primary sources etc.</p>	<p>Same NAEYC 2 and 4</p>
	<p>Finalize the theme with the children. It may be that the children are more interested in pursuing a sub-topic of the theme you chose. NAEYC 4</p>
	<p>Do further research on the chosen theme and sub-topics if needed. NAEYC 5</p>
<p>Write the Goals for the ITUP You may revise these as you develop the unit. They can be bulleted statements.</p>	<p>Same NAEYC 3 and 4</p>
<p>Write out your Method of Evaluation for the overall ITUP. Refer to your goals and the lesson plans you write.</p>	<p>Same NAEYC 3</p>
<p>Identify the NYS Learning Standards that will be met in the ITUP. You may revise these after you plan the lessons and activities.</p>	<p>Same NAEYC 4</p>
<p>In a lesson plan using the Childhood Early Childhood Education Department Lesson Plan, plan a lesson to demonstrate how you will introduce the theme to your class and how you will create a web or other graphic organizer with the children.</p>	<p>Same with implementation NAEYC 4</p>
<p>In a separate lesson plan or in the lesson plan above where you created the web or other graphic organizer with the children, use a KWHLH Chart on the theme with the children by brainstorming KWH What do we know? What do we want to know?, How do we want to find out? What did we learn? How did we learn?</p>	<p>Same with implementation NAEYC 3 and 4</p>

<p>Plan your lessons and write the lesson plans using the Childhood Early Childhood Education Department Lesson Plan. Be sure all unit concepts, facts and vocabulary are taught. Plan your lesson plans for each day so that they are sequential, that is, they build on preceding lessons. Lessons can be done at the beginning of the day in a large group, in small groups or centers and at the end of the day for review or summarization. In your lesson plans, you are required to adapt your teaching for diverse learners. When planning and writing the lesson plans, make sure to include all learning domains. The learning disciplines will be specific to your theme and the lesson but be sure to include several learning disciplines across lessons. There may be multiple learning domains and disciplines in one lesson plan.</p>	<p>Same with implementation NAEYC 3 and 4</p>
<p>Plan and record how you will integrate the theme into the classroom environment and other school related activities whenever and wherever possible. The KWHLH chart you created with the class, theme related pictures, and children's work etc. should be displayed. Consider how you will include the theme in group meeting times and other class routines. For the centers, you can write lesson plans for the centers or you can outline how you have enriched them by adding theme related props to centers such as to the block area or focusing on specific theme related questions for inquiry and reflection such as in a writing area.</p>	<p>Same with implementation In upper level departmentalized classes, implementation of your ITUP may be modified to meet the situation. NAEYC 4</p>
<p>Plan how you will communicate to families about the ITUP and how you will involve them in their children's learning.</p>	<p>Same with implementation NAEYC 2</p>
<p>Plan how you will use other resources such as resources in the community. For example, you may have a guest visit the class or take a field trip.</p>	<p>Same with implementation NAEYC 2</p>
<p>Plan a culminating activity. This may change as you progress through the unit or when the ITUP is taught.</p>	<p>Same with implementation NAEYC 3 and 4</p>
<p>Review the Reflection Questions and begin to answer them as you work on the ITUP and complete them after you finish the ITUP. The course instructor may modify the questions or add additional questions. You are encouraged to add additional comments to your reflection.</p> <ol style="list-style-type: none"> 1. How effective was the process of selecting a theme and planning for it? 2. What areas of ITUP writing do you feel most confident in doing and what areas do you still need more information or experience with? 3. How do you plan to improve your ITUP writing? 	<p>Review Reflection Questions below and begin to answer them as you work on the ITUP, begin to teach the ITUP and after you have completed teaching the ITUP. NAEYC 5</p>

The following reflective questions are required for ECE490/491 and EDU490/491. The student teaching supervisor and/or the cooperating teacher may modify the questions or add additional reflective questions. You are encouraged to add additional comments to your reflection.

1. How did you decide on the theme and the process of obtaining agreement from the adults you worked with and from the children you taught and was it effective?
2. What ITUP methods worked best and least? How will you change these methods in future planning of an ITUP?
3. How well were you able to involve adult family members in the ITUP? What would you do differently next time?
4. What evidence do you have that children learned what you wanted them to learn from the ITUP?
5. Overall, what did you learn from planning and teaching the ITUP?

ECE431 and EDU480

On completion of this assignment, submit all parts of the assignment to your class instructor by the due date for the assignment. Follow instructions from your class instructor on uploading the assignment onto taskstream.

ECE490/491 and EDU490/491

On completion of this assignment, place all parts of the assignment in your Student Teaching binder in the assignments section. Some student teaching supervisors may require you to submit these materials in another manner. Follow instructions from your student teaching supervisor on uploading the assignment onto taskstream.

NAEYC Standards Assessed

Standard 2: Building Family and Community Relationships

Candidates are able to use their knowledge and understanding of families and their community (2a) to plan and carry out an ITUP and lessons that support families and communities (2b) and involve families and communities in the children's development (2c).

Standard 3; Observing, Documenting, and Assessing to Support Young Children and Families

Candidates are able to use appropriate assessments in the ITUP and the lessons (3b) and practice responsible assessment while working with other professionals in carrying out the evaluation of the children and their own teaching (3c).

Standard 4: Teaching and Learning

Candidates are able to use their understanding of young children and build relationships with children and their families (4a) in developing the ITUP and lesson plans. In their planning and teaching of the ITUP and lesson plans they include developmentally appropriate practices and approaches (4b) that reflect the content knowledge of early childhood (4c) and is challenging for the children and results in positive learning outcomes (4d). Candidates identify and use resources beyond their own knowledge base to develop the ITUP.

Standard 5: Becoming a Professional

Candidates are able to use their own knowledge and experience to practice reflection in order to form critical perspectives on their teaching.