



SYLLABUS FOR
Curriculum Development

Term: Fall 2014
Course Number: MAT 516 Group N
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Office Hours: By Appointment

Course Dates: Saturday, November 14, Saturday, November 21 and Tuesday November 24, 2015 (5-9)
Course Times: 8:00 a.m. – 4:00 p.m.
Course Meeting Room: 308

Course Catalog Description:

This course includes a historical, sociological, philosophical, and psychological examination of school curriculum, theories, trends and curriculum structure. The course also prepares the teacher candidate to make decisions about best practices that should be implemented in the classroom as a part of the teaching and learning process. In addition, this course also explores researched based methods for implementing instruction based upon the work of theorists that have presented pedagogy according to strategies and methodologies proven to be effective.

Prerequisites: EDUC 500 - Educational Psychology, 502- Foundation in Education, 504- Child Development, 506 – Adolescent Development, 508 – Technology in Education

Required Textbooks:

Ornstein, A.C., Pajak, E.F., and Ornstein, S.B. (2015) Contemporary issues in curriculum, 6th edition, Boston. Pearson

Voltz, D.L., Sims, M.J., & Nelson, B. (2010). Connecting teachers, students and standards Strategies for success in diverse and inclusive classrooms. Alexandria, Virginia. ASCD.

Learning Outcomes/Competencies: Teacher candidates will demonstrate reflection and understanding of the following:

<http://www.niagara.edu/assets/Uploads/ACEI3.pdf>

<http://www.nbpts.org/five-core-propositions>

	ACEI	NBTPS
Demonstrate knowledge of the relationship between educational theory and practice while	1,2	2

planning instruction according to subject matter and curriculum and community goals.		
Demonstrate knowledge of major historical developments in educational thought and practice with respect to curriculum development while examining scholarly literature.	1,2	2,4
Examine current curriculum theories, issues and trends as they relate to content, curriculum design and development.	1	4
Demonstrate the ability to develop lesson plans and apply curriculum mapping skills that will assist with meeting the academic and developmental standards to meet the needs of a diverse student population.	1	4
Examine curriculum mapping and how it relates to curriculum development and lesson planning.	2,3	1
Identification of learning needs according to academic and developmental standards. Develop learning objectives, lesson plans, and a lesson plan unit according to academic and developmental standards.	2, 3	1, 4
Teach a lesson plan according required content and ideas associated with standards and Bloom’s Taxonomy.	3,4	2, 4
Examine instruction related to implementation of Differentiated Instruction to become familiar with how students differ in their approaches to learning and obtain knowledge about how to create instructional opportunities that are adapted to diverse learners.	3,4	2,3

ACEI Standards

Development, Learning and Motivation

1. Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

CURRICULUM STANDARDS

2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the

unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

INSTRUCTION STANDARDS

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Assessment for instruction—

4.0 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Practices and behaviors of developing career teachers

5.1 Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.

5.4 Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

National Board Teaching Standards

- 1. Teachers are committed to students and their learning.**
- 2. Teachers know the subjects that they teach and how to teach those subjects to students.**
- 3. Teachers are responsible for managing and monitoring student learning**
- 4. Teachers think systematically about their practice and learn from experience.**
- 5. Teachers are members of learning communities.**

Learning Strategies: Professional literature analysis, whole group discussions, small group activities, professional consultation (interviewing), professional observation (classroom), personal reflection, individual assignments (lesson plan and unit plan).

EXPLANATION OF ASSIGNMENTS

Projects and Assignments

Lesson Plan Assignments:

I. Power Point Presentation

Work with a partner to develop a power point presentation for a chapter or of one of the two books. Develop power point frames which include the most important information regarding what is important for students to know about the chapter. Candidate will then

post their power point on Blackboard. The instructor will start a thread. Other students' will power points and respond to an reflective online assessment end of the course. Post your Power Point by **November 24, 2015**. **Submit the online assessment by December 5, 2015**

II. One Day Group Lesson Plan: *Group Assignment*

Develop a one level lesson plan with a small group of classmates who may teach or have an interest in a similar content or grade level. **(Due on Tuesday, November 24, 2015.)**

- ❖ Work with a small group to develop and teach a lesson plan based upon one of Bloom Taxonomy levels.
- ❖ You will plan a one level lesson plan using not only one of Bloom's Taxonomy levels, but according to specific content (English, Math, Science and Social Studies, or Elementary Grade Level).
- ❖ You will use the lesson plan template on Blackboard to develop a one level lesson plan (Submit a copy of the lesson plan to the instructor and post the lesson on Blackboard)
- ❖ Develop a power point presentation which should be merged into the lesson plan (For example if you were teaching reading and plot, develop frames to support what you are teaching regarding the topic you will teach.
- ❖ You will include strategies and methodologies as discussed in class as part of the structure for development and presentation of the lesson plan (Differentiated Instruction, Cooperative Learning, Experiential Learning, Multicultural Education, Inquiry Based Learning, Technology).
- ❖ You will include a video clip of some type related to the content area you will teach.
- ❖ You will teach the lesson as if your peers are a group of classroom students (Make sure to bring appropriate resources and materials to support instruction).
- ❖ Utilize multiple resources and materials to support multiple learning styles when providing instruction.
- ❖ Be creative and engaging.
- ❖ Turn in the lesson plan at the time of teaching to include names of all group members.

III. Six Level Unit Plan: *Individual Assignment*

- ❖ Develop a six level unit plan utilizing the CCSJ lesson plan template. Your unit should show evidence of Academic Standards and that Bloom's Taxonomy was implemented each day of the lesson from knowledge to evaluation level. The plan should also show evidence of the utilization of multiple methodologies and strategies to support instruction. You may also use the examples posted on Blackboard to guide you in your unit plan.
- ❖ You will write level one of the lesson plan (knowledge level) unit over the first week of the course and submit a draft via email by **Thursday, November 19, 2015** no later than midnight. Use the one level template found on Blackboard to write your plan. You will receive feedback by **Saturday, November 21, 2015**.
- ❖ Continue writing the unit plan the following week (comprehension thru evaluation level). Use the six level template to write your plan. **Submit a draft by Friday, November 27, 2015 no later than midnight.** You will receive feedback by **Saturday, November 28,**

2015. The final copy of the six level unit plan will be a part of your electronic assignments will be due by **Saturday, December 5, 2015.**

III. Interviews

Perspective Analysis Paper:

- A. Interview a classroom teacher **and** an administrator (principal or curriculum director) in an elementary, middle school or high school—in urban, suburban, charter or Catholic school. Choose one school district but interview both an administrator and teacher in that district. You may implement interviews via telephone.
- B. Prepare a list of questions *prior* to talking to a professional (This allows you to make good use of the time and be able to compare and contrast answers from various interviewees).
- C. Take notes or record answers during interviews.
- D. Summarize the information you gathered from the interviews and write one paragraph for each interview (for a total of two paragraphs), documenting who you spoke with and what was said. Do not write your feedback as a question and answer session but as a summary of what was stated.
- E. Conclusion, (1) identify and discuss the **Educational Perspective, Paradigms, Methodologies and/or Strategies** used by each interviewee, while comparing and contrasting interviews.
- F. Submit the assignment and the interview questions in your **final electronic assignments by Saturday, December 5, 2015.** We will discuss how to submit electronically the last class session.

Assessment: In order to demonstrate the relative importance of these requirements as they comprise a course grade, the following percentages are provided:

- 20% Power Point Chapter (Individual Project)
- 20% One Level Lesson Plan Development (Group Project)
- 20% Six Level Unit Plan Development (Individual Project)
- 20% Two Professional Consultations (interviews), followed by reflection and documentation (Individual Project)
- 20% Exam

Final Electronic Assignments:

Submit final electronic assignments to Blackboard according to due dates.

1. One level lesson plan (Group Assignment)
2. Final Six Level Unit Plan (Individual Assignment)
3. Perspective Analysis Assignment

4. Exam (Deadline to be announced)

Each assignment will be graded according to a rubric. Please see the appropriate rubric for each assignment (Separate document, also posted on Blackboard).

Weekly Agendas – Subject to change.

Grade	Points
A	100-92
A-	91-90
B+	89-88
B	87-82
B-	81-80
C+	79-78
C	77-72
C-	71-70
D+	69-68
D	67-62
D-	61-60
F	59 and below

Class Policy on Attendance: (MAT)

Students are expected to be present and on time for all classes. Hands-on experience and class interaction are invaluable – and cannot be “made-up” individually. Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. **The Education Department’s accelerated classes are intense and rigorous and demand candidates’ presence and participation. Therefore, a student cannot be absent for any class session during the course. One absence will result in a candidate being academically withdrawn from the course by the instructor. Habitual tardiness will be counted as one absence. Each candidate must attend class the entire day for three courses. Any time lost may result in loss of participation points.**

Class Policy on Dress Attire:

You are to dress professionally for all presentations! Professional attire means shorts, flip flops, t-shirts, tank tops, etc. are not allowed. Men and women are to dress in business attire during all classroom presentations and field trips.

Class Policy on Electronic Devices: Please keep your cell phones on vibrate so that they don’t interrupt the class. You may return calls during break times, not during class discussions.

Student Success Center:

The Student Success Center is dedicated to supporting Calumet College of St. Joseph students. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to

master specific subject matter and to develop effective learning skills. Tutoring is open to all students at Calumet College of St. Joseph at no charge and is available to support most introductory courses. Tutoring in support of some other courses is available as well. The Tutoring Center is located in Room 413. The telephone number is 219.473.4287 or 800.700.9100 ext. 287.

Statement of Plagiarism:

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

Citation Guidelines:

Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral “Student Handbook and Planner” and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the “Works Cited” and “References” pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

Withdrawal from Classes Policy:

After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. The Registrar must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).

Disabilities Services:

Disabilities Services and Calumet College of St. Joseph (CCSJ) seeks to provide opportunities for equal access in programs, services and activities. CCSJ and Disabilities Services strive to meet the needs of students with disabilities by providing “reasonable accommodations” and academic services. Academic Services are in accordance with Americans with Disabilities Act (ADA) guidelines. Students with documented disabilities that require support to access academic activities are encouraged to contact Disabilities Services.

If a student believes that he or she needs a “reasonable accommodation” of some kind because of a physical, psychological, or mental condition (e.g., additional time needed for tests, note taking assistance, special testing arrangements, etc.), he or she should contact Disabilities Services at 473-4349. The Disabilities Services Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter.

CCSJ Alert:

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College’s website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

School Closing Information:

Internet:

<http://www.ccsj.edu>

<http://www.EmergencyClosings.com>
Facility: Calumet College of St. Joseph
Phone: 219.473.4770

Radio:

WAKE – 1500 AM
WGN - 720 AM
WIJE – 105.5 FM
WLS – 890 AM
WZVN – 107.1 FM
WBBM NEWS RADIO 78

TV Channels:

2, 5, 7, 9, 32

Bibliography and Resource Materials:

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