



**PEDU 542 CURRICULUM DEVELOPMENT IN ELEMENTARY, MIDDLE, &  
SECONDARY SCHOOLS Summer 20 20 - Online**

**Instructor:** Patti Horne Hastings, PhD

Associate Professor of Education

**Email Address:** hastingsph@longwood.edu

**Office:** Hull 258

**Office Hours:** TBD

**Class Time:** Online with Zoom sessions weekly/Time to be determined by students & professor

**Class Location:** Online

**I. COURSE DESCRIPTION AND RATIONALE:**

A study of the principles and current patterns of curriculum development in the elementary, middle and secondary schools. 3 Credits

**II. COURSE OBJECTIVES:**

Upon completion of the course in curriculum development the students should be able to:

**Knowledge**

1. define the nature and purpose of education. (ELCC 3.0, 5.0, 6.0; CF I)
2. identify principles of curriculum development. ELCC 2.0; CF I)
3. differentiate between curriculum and instruction. ELCC 2.0; CF III, V)
4. identify the criteria for effective decision making in curriculum development. ELCC 1.0, 2.0, 3.0; CF I, III, V, VIII)
5. identify and explain curriculum parameters and proposals in Virginia and nationally. ELCC 2.0; CF I, II, VIII)
6. describe how behavioral objectives are to be stated. ELCC 2.0; CF I, III, V)
7. describe the bases for deciding behavioral objectives. ELCC 2.0; CF I, III, V)
8. describe the procedure for curriculum development. ELCC 2.0; CF I, II, VI)
9. define the meaning of culture and its importance to curriculum development. ELCC 2.0, 6.0; CF III, VI, VIII)
10. define the meaning and types of "sequence" related to curriculum. ELCC 2.0; CF I, II)
11. describe the two main characteristics of a subject or discipline. ELCC 2.0; CF I)
12. explain Bruner's concept of the structure of subject fields. ELCC 2.0; CF I, III)
13. explain and define traditional philosophic functions in curriculum development. ELCC 2.0; CF I)
14. describe criteria for evaluating curriculum development outcomes. ELCC 2.0; CF I, V)
15. describe principles and procedures for determining content sequences and grade placement. ELCC 2.0; CF I, II, IV, VIII)

16. explain how the characteristics of lesson plans, block planning, and unit planning relate to curriculum development. (ELCC 2.0; CF I, II, I, VII)
17. explain the importance of vertical and horizontal curriculum articulation. (ELCC 2.0; CF I, II)
18. explain the importance of textbook selection as related to implementing a curriculum. (ELCC 2.0, 3.0, 4.0; CF II, IV, V, VI)
19. explain the importance of the adopted education philosophy and practice. (ELCC 2.0; CF II, III, VI)
20. explain the role of school leadership in curriculum development and curriculum revisions. (ELCC 2.0, 3.0; CF II, IV, V)
21. explain the relationship between student achievement data and curriculum revisions. (ELCC 2.0, 3.0; CF II, IV, V)

**Skills:**

1. recognize an apparent contradiction between curricular philosophy and practice. (ELCC 2.0; CF I, VI)
2. develop and implement a curriculum. (ELCC 2.0; CF I, II, IV, V, VI, VIII)
3. identify a given curriculum as being subject centered, child centered or social centered. (ELCC 2.0, 3.0; CF I, V, VIII)

**Dispositions:**

1. demonstrate an appreciation of the importance of the leadership role of the classroom teacher for facilitating communication with all constituents involved with student learning. (CF I, VI, IX)
2. appreciate the need for analyzing curriculum subject matter, text content, and instructional content for alignment and congruence. (CF I, II, III, VI, VIII)
3. appreciate the need for a philosophical base for all actions within curriculum development. (CF I, III, V, VIII)
4. appreciate the need for a personal definition of “education”. (CF VI, VIII, IX)
5. accurately disseminate the role of commercial curriculum programs in the general education classroom. (CF I, II, III, V, VI)

**III. REQUIRED TEXTBOOK:**

Wiles, J., & Bondi, J. (2015). *Curriculum Development: A Guide to Practice*. Boston, MA: Pearson.

Additional readings will be provided on Canvas.

**Prerequisites/Prior Knowledge:**

Students should have a basic understanding of curriculum, instruction, assessment, and learning theories from prior courses. These concepts will be reviewed so students can build on their understanding in this course.

**Technical Skills:**

The course will require students to proficiently use Canvas, Zoom, Google Drive, and Screencast. Also, reliable internet is needed as this is a fully online course.

#### **IV. COURSE POLICIES:**

##### **Communicating with your Professor and Assignment Feedback:**

The recommended way to reach your professor is through email. Email is checked throughout the day and in most cases a response should be received within 24 hours. If not, a second email to the professor is recommended to ensure the message was received.. Email can be used to request a phone chat or face-face meeting via Zoom.

##### **Preparing Assignments**

All written work must be completed electronically and reflect professional writing skills. Please use the Sixth Edition of APA as the guide for writing and referencing your work. For ease of reading and commenting, please DOUBLE-SPACE, your papers while using 12-POINT FONT and ONE-INCH MARGINS.

**Late Assignments:** Submission dates in this course are tentative as this course is completed asynchronously. It is recommended that students submit work as soon as possible, early and often, to receive feedback to inform future assignments. All assignments must be submitted prior to the end of the course.

##### **Code of Honor and Academic Integrity:**

The Longwood University Honor Code prohibits lying, cheating, stealing, and plagiarism. Students are expected to abide by this code at all times. All written work submitted in this course must be pledged, meaning that students are to do their own independent work unless an assignment is clearly designated as collaborative. Any violations of the stipulations or the ethical and moral essence of the Code of Honor will not be tolerated. More information about the honor code, honor pledge, academic pledge and honor creed can be found at <http://www.longwood.edu/studentconduct/12011.htm>

**Accommodations:** Any student requiring accommodations should promptly inform the instructor so that appropriate and equitable arrangements can be made. For more information about disability services, Title IX, and mental health services, see the Academic Affairs Syllabus page: <http://www.longwood.edu/academicaffairs/syllabus-statements/>.

##### **Academic Support Services:**

Students have access to a variety of academic support services on campus including:

The Center for Academic Success <http://www.longwood.edu/academicsuccess/>

Longwood University Writing Center <http://www.longwood.edu/academicsuccess/writing-center/> Tutoring Services <http://www.longwood.edu/academicsuccess/subject-area-tutoring/>

Counseling and Psychological Services (CAPS) <http://www.longwood.edu/caps/>

Career Services <http://www.longwood.edu/career/>

University Health Center <http://www.longwood.edu/health/>

Registrar Office <http://www.longwood.edu/registrar/>

Financial Aid <http://www.longwood.edu/financialaid/>

**Technical Support:**

Students have access to both the Digital Education Collaborative (DEC) and the IT Help Desk for any technical support needs that may arise. The DEC supports student use of technology integrated into their classes such as Canvas, Longwood Blogs, Panopto, etc. The DEC can be reached at 434-395-4332 or <http://www.longwood.edu/dec/>. The IT Help Desk support students with technical computer problems, Internet connections, or installing software. The IT Help Desk can be reached at 434-395-4357 or <http://www.longwood.edu/usersupport/>.

**Grading:**

Most assignments will be graded and available for review within a few days of submission. Depending on the assignment, number of students, and amount of feedback provided, sometimes a bit more time is needed for grades to be available. In such cases, the professor will communicate progress on grading.

C = 74-76%

**Grading Scale:**

A = 94-100%

A- = 90-93%

B+ = 87-89%

B = 84-86%

B- = 80-83%

C+ = 77-79%

C- = 70-73%

D+ = 67-69%

D = 64-66%

D- = 60-63% F = Below 60%

**V. EVALUATIONS AND ASSESSMENTS:**

<b>Course Requirements</b>	<b>Points</b>
1. Pre/Post Reading Discussion Threads (DT) 6 module entries @ 5 points each	30
2. Critical Reflections & Application Exercises (CRAE) 3 @ 20 points each	60
3. Textbook Activities (TA) 3 @ 10 points each	30
8. Final Two Week Integrated & Differentiated UbD Unit	50
9. Compare and Contrast Curriculum Materials	10
10. Screencast Presentation of Final Integrated Unit	20
Total	200

**VI. ASSIGNMENT OVERVIEW:**

<b>ASSIGNMENT:</b>	<b>OVERVIEW:</b>
<b>1. Weekly Pre/Post Reading Discussion Threads (DT)</b>	Each module will have a corresponding discussion thread. The student will be asked to respond to a posed question before reading module materials AND after reading module materials.
<b>2. Critical Reflection &amp; Application Exercises (CR)</b>	Three times during the course, the student will be provided with a writing prompt that will require the student to synthesize readings and apply them to a real-life context.  Guidelines will be provided with each prompt and all responses will be rubric graded. Rubrics will be provided with the prompts.
<b>3. Textbook Application (TA)</b>	Three times during the semester, the student will complete an application assignment from the textbook.  Guidelines will be provided when the assignments are announced.
<b>4. Review Curriculum Materials</b>	Use Edreports.org to evaluate the strengths and weaknesses of a variety of curriculum materials by grade level and content area.
<b>5. Final Two Week Integrated &amp; Differentiated UbD Unit</b>	The culminating product of this course will be a two week Integrated & Differentiation UbD Unit.  Guidelines and scaffolding will be provided.
<b>6. Screencast Presentation of Final Integrated Unit</b>	For the final exam, the student will submit a screencast discussion of the unit and the unit construction process.  Guidelines will be provided when the assignment is announced.

*Please note that the syllabus is subject to change and all changes will be reflected on this google doc version of the syllabus. The student is responsible for checking Canvas regularly for course updates.*

## **VII. TENTATIVE COURSE OUTLINE/SCHEDULE:**

(Green module headings indicate those modules have been opened)

<b>Module</b>	<b>Topic</b>	<b>Due</b>
<b>1</b>	<b>Start Here: Course Overview</b>	Read Syllabus
	Course Intro: Semester/Syllabus Overview	<i>Course Overview Quiz (Self-Assessment) (ungraded)</i>
<b>2</b>	<b>Planning Curriculum in a Global Age</b>	Chapter 1 & Module Readings
	Historical and Societal Perspectives Foundations of Curriculum Development Review: Types of Curriculum, Curriculum-Instruction-Assessment Relationship	<i>Discussion Thread (DT) #1: Education &amp; Curriculum</i>  <i>Critical Reflection/Application Exercise (CRAE) #1</i>
<b>3</b>	<b>Philosophy &amp; Curriculum Design Foundations of Curriculum Planning</b>	Chapters 2, 3, & Module Readings
	Educational Philosophies The Impact of Educational Philosophies on Curriculum	<i>Discussion Thread #2: Society's Desired Outcomes for Schools</i>  <i>Textbook Activity (TA) #1</i>
<b>4</b>	<b>Curriculum Development Based on Learning Theory &amp; Learner Profiles</b>	Module Readings
	A review of Learning Theories Using Learning Theory to Inform and Develop Curriculum Differentiation Universal Design for Learning (UDL)	<i>Discussion Thread #3: Developing Curriculum</i>  <i>CRAE #2</i>
<b>5</b>	<b>Curriculum Development in Schools; Understanding by Design (UbD) Module Readings</b>	Chapter 5 & Module Readings

	Curriculum Models The Standards Understanding by Design (UbD) Unit Construction Model	<i>CRAE #3</i>
<b>6</b>	<b>Elementary School Programs &amp; Issues; Differentiation Revisited</b>	Chapter 7 & Module Readings
	Curriculum Considerations: High stakes testing and the diminished curriculum What Should the Elementary Curriculum Include? Is education the “Great Equalizer”? Universal preK for All?	<i>Discussion Thread #4: Education as an Equalizer</i>    <i>TA #2</i>
<b>7</b>	<b>Technologies &amp; Curriculum The Role of Leadership in Curriculum Selection and/or Development</b>	Chapter 3 (pg. 70-71), Chapter 6, & Module readings
	Current use in schools Technology literacies Curriculum planning and technologies Visions for schools	<i>Discussion Thread #5: Technology, Leadership, &amp; Curriculum</i>    <i>TA #3</i>
<b>8</b>	<b>UbD Unit Construction</b>	UbD Template Review
	Evaluating Curriculum Creating Curriculum: UbD Unit Design	<i>Discussion Thread #6: Evaluating Curriculum Materials</i> <i>Evaluate Curriculum Materials</i>

	Virtual workshopping as needed	<i>2 Week Integrated UbD Unit Outline</i>
<b>Final Exam</b>	<b><i>Students will submit a Screencast presentation of the Integrated Unit and their Curriculum Development Process.</i></b>	

**Mandatory Reporting of Crimes and Sexual Misconduct:** In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood’s commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the Counseling and Psychological Services (CAPS) staff), they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood:

- <http://www.longwood.edu/titleix>
- <http://www.longwood.edu/police/crimereports.htm>
- <http://www.longwood.edu/studentconduct/12050.htm>

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