PEDU 543: Curriculum Development in Middle/Secondary School
Longwood University: Professional Studies
(Online-Spring-3 Credits)

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Course Description

This course will include a study of the principles and current patterns of curriculum development at the middle/secondary school level. Particular attention will be paid to the practice of curriculum mapping, differentiation between curriculum goals and objectives, and the principles and organization of middle/secondary school curriculum. Further, teacher candidates will practice the selection and use of contemporary materials, including media and technologies; culturally relevant curriculum and pedagogy; delivery of online instruction; and implementation of instructional practices that are sensitive to all diverse learners. This course will train teacher candidates to promote academic progress and effectively prepare middle/secondary students for the Virginia Standards of Learning assessments. (3 credits)

Required Text(s)

- Ornstein, Pajak & Ornstein. (2015) *Contemporary Issues in Curriculum* (6th. ed.) Boston: Allyn and Bacon.   ISBN-13: 978-0133259971 ISBN-10: 0133259978
- Other readings as assigned on Canvas

Course Objectives

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

Knowledge:

1. Learn how to incorporate reading and writing into and across curriculum at the middle/secondary level.
2. Understand the practice of curriculum mapping.
3. Identify principles and organization of middle/secondary school curriculum.
4. Differentiate between curriculum goals and objectives.

Skills:

1. Explore various types of curriculum development, including thought-filled, student-designed, and multicultural curricula.
2. Apply skills in discipline-specific methodology
3. Implement varied and effective methods of communication with and among students
4. Select and use materials, including media and contemporary technologies

5. Select, develop, and use appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy
6. Apply skills to deliver online instruction
7. Implement instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners; gifted and talented students and students with disabilities; and appropriate for the level of endorsement sought
8. Implement teaching methods tailored to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments.
9. Improve communication between schools and families, increase family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning
10. Demonstrate proficiency in the use of educational technology for instruction

Dispositions:
1. Appreciate the importance of quality curriculum development in a student's overall academic success.
2. Appreciate the need to integrate diverse perspectives and opportunities for engagement in curriculum.
3. Appreciate the importance of aligning course goals, state standards, and instruction within the curriculum.

Course Structure and Student Expectations
This fully online, asynchronous course is designed according to the eight-module structure. Each module will require a minimum of 6 hours for the review of content and completion of required activities, just as you would if meeting in a face-to-face class format. An additional 2-3 hours will be needed for the introductory module. Readings and ongoing assignments will require an additional investment of your time per week (based on individuals). This is a 15- week graduate class condensed into a much shorter time frame, so expect to invest a minimum of 100 plus hours to this course in order to be successful.

Modules
Each module will have a similar format for you to follow. They will include assigned reading selections from the textbook, videos to view, Discussion posts online with responses to another class member's posts, a quiz, and several mini-Application Assignments (spread throughout the eight weeks).

Class Assignments
All written work must be word-processed, double-spaced, include page numbers, and be stapled if there are multiple pages. Points will be deducted from papers that do not follow APA guidelines. Students will use APA style for all assignments requiring references.

A) **Class and Canvas Participations**: Because of the instructional format, it is imperative that candidates respond to Canvas activities and on-line discussions. Given the nature of the class, it is expected that each student contributes to the class discussion in an appropriate manner and related to the topic. Students are required to respond to at least

two classmate responses for each class prompt. Failure to participate in on-line activities on a regular basis may impair academic performance and the candidate <u>must assume full responsibility for any loss incurred because of lack of on-line participation</u>. Since failure to participate in on-line class activities may impair the educational process as well as academic performance, the professor will reduce the final course grade by a letter grade. The professor may require explanations for non-participation in on-line class activities and they will decide whether these explanations justify permitting the candidate to make up the work. **20% of Grade**

B) **<u>Charted Article Summary and Reflection</u>:** Students will prepare charted, scholarly summaries of an outside reading, which is related to curriculum development at the middle/secondary level. The student will complete a graphic organizer, briefly summarize the article, and will utilize a specific frame to complete their charted article summary. **15% of Grade**

C) **<u>Curriculum Review</u>:** Students will write a review of a specific math and reading curriculum as it relates to a schools grade level SOL scores (i.e. 4th grade at Success Elementary School).
 The review should consist of:
  - Analysis of the disaggregation of the SOL scores over the last 5 years and
  - Suggestions in specific "sub" areas of the math and reading curriculum for improvement or change, based on data analysis. **25% of Grade**

D) **<u>Program Review</u>:** Students will select a curricular program (this could be a reading, math, or other content area prescribed program that you currently use within your division). Students will write a developmental history of the program and its cost, availability, and training needed for use as an instructor. The paper should have a curriculum overview and its theoretical framework. Students should also provide a review of the curriculum design and structure, theoretical basis, how it is organized, the grade levels targeted and resources available. The paper should also include the student's reflection/opinion of the program. **25% of Grade**

11. **<u>Curriculum Development Image and Reflection</u>:** Students will create an image that captures students' understanding of selection, development, and use appropriate curricula, methodologies, and materials to support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy. In addition, students will write a one-page reflection of their learning throughout the course, detailing key concepts and how these concepts may be applied in practice. **15% of Grade**

Course Requirements at a Glance:

Assignments	Due Date	Point Values	Learning Outcome that will be Met
Class and Canvas Participations	Weekly	20%	K 1-4; S 1-10; D 1- 3
Charted Article Summary and Reflection	Week 3	15%	K 1,3; S 1,2,4; D 1-3
Program Review	Week 4	25%	K 1, 2,3,4; S 2,4,5,7,8,10; D 1-3
Curriculum Review	Week 5	25%	K 2,3,4; S 2,4,5,7,8,10; D 1-3
Curriculum Development Image and Reflection	Week 7	15%	K 1-4; S 1-10; D 1-3

Class Schedule

Class Session	Topic	Assignments
Week 1	Welcome to Curriculum Development for Middle/Secondary School!	*Review introductory module and complete introduction discussion post* View Sir Ken Robinson's TED Talk – linked on Canvas Read "The Power of Student-Designed Curriculum: Exceeding Standards" and "Curriculum Integration: What It Looks Like in Real Life" from *What Every Middle School Teacher Should Know*– linked on Canvas Complete Discussion Post 1
Week 2	Curriculum Goals and Objectives Learning Intentions and Success Criteria Getting Results with Curriculum Mapping	Read Chapter 2 Read "A Framework for Lesson Planning" – linked on Canvas Read "Development of a Prologue: Setting the Stage for Curriculum Mapping" and "Use of Curriculum Mapping to Build a Learning Community" – linked on Canvas Complete Discussion Post 2

Week 3	Productive Teachers: Assessing the Knowledge Base	Read Chapter 9
	The Thought-Filled Curriculum	Read Chapter 22
		Complete Discussion Post 3
		Charted Article Summary and Reflection Due
Week 4	Incorporating PBL and PBAs in Curriculum Development	Read the following – linked on Canvas "What is "Performance-Based Assessment?" - "Student Performance Assessment" - "Out of the Gate" (PBL) Complete Discussion Post 4 Program Review Due
Week 5	Vocabulary Development and Writing Across the Curriculum	Read "Word for Word: Vocabulary Development Across the Curriculum" and "Creating a School-wide Culture of Disciplinary Writing" – linked on Canvas Complete Discussion Post 5
Week 6	Multicultural Education	Read Chapter 21
		Read Chapter 22
	Knowledge Alive	Complete Discussion Post 6
		Curriculum Review Project Due
Week 7	Teaching Themes of Care	Read Chapter 6
		Read Chapter 7
	The Heart of the Teacher	Curriculum Development Image and Reflection Due

Grading Scale

A minimum cumulative grade point average of 3.00 on a 4-point scale is required to remain in the graduate program and for graduation. As of Spring 2016 there is a distinction in quality points awarded with a plus or minus grade. (Previously, plus and minus was not used, and for example, a B+, B, and B- would have all been worth 3 quality points.)

94-100	A: Excellent (4 quality points)	77-79	C+: Passing (2.3 quality points)
90-93	A-: Excellent (3.7 quality points)	73-76	C: Passing (2 quality points)
87-89	B+: Good (3.3 quality points)	70-72	C-: Passing (1.7 quality points)
83-86	B: Good (3 quality points)	69 & Below	F: Failure (0 quality points)
80-82	B-: Good (2.7 quality points)		

<div align="center">**Grading Policy**</div>

Grading: I will post your points online when I finish assessing your assignments. Generally, I try to get to this once the week assignments are completed by Friday of the following week.

Late Work: All course work MUST be completed by the designated date or points will be deducted. Since many of your assignments (Discussion Circles) are group-focused, you will be setting back your group if you post late. If for some reason, this is impossible because of a medical emergency or family issue, it is your responsibility to contact all group members and your instructor to explain the situation and work out an alternative plan.

Incompletes: The instructor may choose to grant a grade of "I" which indicates that because of illness or for good reason, the work of the semester has not been completed. The instructor and student, listing work to be done and deadlines for completion, should complete an Incomplete Contract. When this work has been completed, a final grade will be reported. A grade of "I" will revert automatically to a grade of "F" if the necessary work has not been completed by the end of the subsequent regular semester.

<div align="center">**Course Policies & Guidelines**</div>

Writing Style:
All written assignments will be typed unless otherwise specified. Written work in this course must be prepared according to APA style (6th edition).

Graduate Student Writing Center:
Graduate students may request help with writing through the online graduate student writing center. Visit http://www.longwood.edu/graduatestudies/student-resources/graduatestudent-writing-center/

Honor Code:
Each student is expected to follow Longwood University's policy, available online at http://www.longwood.edu/studentconduct/12021.htm. All tests and assignments must be pledged.

Longwood Honor Creed:
> "We shall not lie, cheat, or steal, nor tolerate those who do."

Academic Pledge:
> "I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code."

Honor Pledge:
> "I, _____, having a clear understanding of the basis and spirit of the Honor Code created and accepted by the student body of Longwood University, shall at all times govern my university life according to its standards and actively work to support its principles, thereby thoughtfully accepting my responsibility for preserving the honor

and integrity of all past, present and future members of the Longwood University community of scholars. I will not lie, cheat, or steal, nor tolerate those who do."

Write the academic honor pledge on all work submitted:

I have neither given nor received help on this work,
nor am I aware of any infraction of the Honor Code.

Student Responsibility

****All graduate students are required to maintain and check their Longwood email account**. All University correspondence, including important information from the graduate studies office, will be sent to your Longwood email. It is your responsibility to access and regularly check this email account. You should set up your CYPHIR account immediately to help you reset your Longwood password at any time: http://www.longwood.edu/usersupport/student-resources/ Changing your account in Canvas only changes email for that course, not overall.

It is the responsibility of students to inform themselves of, and to observe, all regulations and procedures required by the university. In no case will a regulation be waived or an exception granted because students plead ignorance of the regulation or assert that they were not informed of the regulation by an advisor or other authority. **Refer to the Academic Regulations sections of the most recent Graduate Catalog available online at: http://catalog.longwood.edu/ {Select Graduate Catalog; Select General Information; Select Academic Regulations}** *Evaluation of the Instructor:*
At the conclusion of the course, each student will have the opportunity to evaluate the course instructor through an anonymous online survey.

Technical Assistance:
Contact User Support Services at 434-395-4357 or email helpdesk@longwood.edu for help with your passwords, email or myLongwood account access. For questions regarding Canvas or WebEx, contact the Digital Education Collaborative (DEC) at 434-395-4332 or dec@longwood.edu.

Accommodations and Disability Resources
If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you must register with the Office of Disability Resources, Brock Hall, (434)395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.

Mental Health Resources
Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling. Longwood's Counseling and Psychological Services (CAPS), located in the Health and Fitness Center, is available to all students at no cost.

Appointments can be scheduled by phone (434)395- 2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday.

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
https://www.longwood.edu/media/student-conduct-and-integrity/public-site/LU_Sexual_Misconduct_Policy.pdf

Academic Policies and Resources:
http://www.longwood.edu/academicaffairs/syllabus-statements/