

Course Syllabus
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COURSE NUMBER AND SECTION

INSTRUCTOR

E-MAIL ADDRESS

Curriculum Design

Fall 2004

3

COURSE TITLE

TERM

CREDIT HOURS

1. Course Description: (provide details of student focus, rationale, scope and prerequisites)

This interactive, engaging course is designed to help practicing teachers design, develop and evaluate effective culturally relevant curriculum to improve instructional process and learning experiences for all students in the classroom. Each participant will develop a curriculum unit to promote universal excellence for all students that has direct application to his/her particular teaching situation. Specific successful strategies that work with all learners, especially, the struggling, reluctant, and unmotivated, will be addressed. Students will learn how to promote shared accountability and responsibility for universal excellence. Insights into the causes of the achievement gaps are offered, along with practical tips on how to reach, teach and inspire all students to higher achievement.

2. Learning Outcomes: (goals, objectives, course outcomes, etc) Identify any MOSTEP or professional standards that are met by learning outcome.

Students will:

- a. Understand how attitudes of teachers and students impact learning. (MOSTEP 2, 3)
- b. Analyze and implement curriculum, assessment and instructional practices that maximize student understanding. (MOSTEP 1,4,5)
- c. Learn ways to identify and use the role of character and culture in motivation. (MOSTEP 2, 3)
- d. Recognize essential characteristics that make us all human. (MOSTEP 2, 3)
- e. Value human diversity and build on human unity. (MOSTEP 2, 3)
- f. Discover teaching techniques, curriculum examples and strategies to inspire all students to learn. (MOSTEP 1,2, 3)
- g. Investigate and integrate best practices in curriculum design: including questioning, technology and assessment strategies. (MOSTEP 1, 3, 4,5,8)
- h. Develop and evaluate an effectively designed culturally relevant curriculum unit. (MOSTEP 2,3,4)

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of- class assignments and exams.

Week 1- August 23, 2004

Introduction to A DEAR: Approach to Higher Achievement

What is curriculum?

Role and function of curriculum and culture in schools

Establishing curricular priorities

Week 2- August 30, 2004

How we learn
Identifying the issues-Beginning cross cultural literacy
Defining backwards design
Texts: Chapter 1, What is Backward Design?

Week 3- September 13, 2004

Backward Design: Stage 1
Identifying desired results
Focusing the big picture
Framing essential questions
Chapter 2: What is a Matter of Understanding?
Due: Culture tree, current media article about curricular related events/concerns with your reflections and conclusions

Week 4- September 20, 2004

Purposeful curriculum, instruction and assessment
Integrated curriculum/Experiential Learning
How to Infuse-Explore integrating character education and cross-cultural insights into curriculum
Overarching topical understanding
Chapter 3: Understanding understanding

Week 5- September 27, 2004

Evaluating effective curriculum
Applying the design filters
Analyzing an understanding based curriculum
Chapter 4:
Due: Purpose statement and unit timeline

Week 6- October 4, 2004

Backward Design: Stage 2
What is evidence of understanding?
Determining acceptable evidence
Chapter 5: Thinking like an assessor

Week 7- October 11, 2004

Exploring assessment options
Transforming understanding into performance
Developing final products and performances

Week 8- October 18, 2004

Differentiating Instruction- Culturally Relevant Instructional Strategies
**Due: Assessment scoring guides for your unit
Article about one method of differentiation**

Week 9- October 25, 2004

Methods of Differentiation

Due: Small groups peer teach class

Week 10- November 1, 2004

Creating curriculum that is engaging and effective

Writing effective learning objectives

Week 11- November 8, 2004

The role of technology in curriculum

Field trip or alternate assignment

Week 12- November 15, 2004

Creating meaningful “performances of understanding”

What is engaging and effective?

Due: Sample lesson plan that meets unit criteria

Week 13- November 22, 2004

Reflecting on and improving curriculum

Evaluating curriculum: self assessment

Individual work time

Week 14- November 29, 2004

Application of course concepts in the classroom

Future perspective: The role of curriculum in the 21st century

Week 15- December 6, 2004

Student Presentations

Week 16- December 13, 2004

Student Presentations

Due: Curriculum units

4. Resources

Texts used: *Understanding by Design*, by Grant Wiggins and Jay McTighe
We ARE Closing the Achievement Gap, by Bertha Richardson

Supplemental Readings: Articles from contemporary education journals, curriculum materials from schools and districts, Internet resources, and community publications

5. Evaluation:

Grades will be determined by:

1. Attendance
2. Participation in classroom discussions and activities
3. A complete curriculum unit

4. Class presentations