

CURRICULUM-SEC 580
Secondary Education
Dr. John A. Moore, Associate Professor
Fall, 2009
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Course Description: Philosophy, principles, and practices of curriculum improvement.

Course Rationale: Secondary curriculum development is a course designed to give the graduate student a solid understanding of the background, current use of and likely future trends in the curriculum of American public schools. It is the intention of the course to make the student question and then clarify his/her beliefs and feelings concerning the curriculum development process. Regardless of subject concentration or teaching level, the successful student will develop understanding of curriculum philosophy, history, design, implementation, and evaluation. Society has placed strong mandates on public education over a period of time. The well-versed curriculum student will understand the social, political, and psychological influences upon curriculum development in the United States and how they affect classroom teachers, and other developers of curriculum. This course gives the student the basis from which to pursue further study in specific areas of curriculum, such as math or social studies. It is intended that students will take from this course two major capabilities:

1. The ability to practice a concise, effective, innovative process to develop a curriculum plan that can be used or easily shared with others.
2. The ability to evaluate curriculum based on the usability and flexibility it displays with the ever changing demands and influencing forces in society.

Pre-requisite (s) : Graduate Level

Text(s): Marsh, C. and Willis, G., (2007). *Curriculum: Alternative Approaches, Ongoing Issues*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 4th Edition

**Related Kentucky Teacher Standards “performance criteria” targeted for
SEC 580 (CURRICULUM)**

Standard 1- Demonstrates Applied Content Knowledge

- 1.1-Communicates concepts, processes, and knowledge.
- 1.2-Connects content to life experiences of students.
- 1.4 Guides students to understand content from various perspectives.
- 1.5 Identifies and addresses students’ misconceptions of content.

Standard 2- Designs/Plans Instruction

- 2.1 Develops significant objectives aligned with standards.
- 2.2 Uses contextual data to design instruction relevant to students.
- 2.4 Plans instructional strategies and activities that address learning objectives for all students.
- 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Standard 3- Creates/Maintains Learning Climates

- 3.3 Values and supports student diversity and addresses individual needs.

Standard 4- Implements/Manages Instruction

- 4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
- 4.2 Implements instruction based on diverse student needs and assessment data.

Standard 5- Assesses and Communicates Learning Results

- 5.4 Describes, analyzes, and evaluates student performance data.
- 5.6 Allows opportunity for student self-assessment.

Standard 6- Demonstrates Implementation of Technology

- 6.1 Uses available technology to design and plan instruction.
- 6.2 Uses available technology to implement instruction that facilitates student learning.
- 6.3 Integrates student use of available technology into instruction.
- 6.4 Uses available technology to assess and communicate student learning.

Standard 7- Reflects and Evaluates Teaching and Learning

- 7.1 Uses data to reflect on and evaluate student learning.
- 7.2 Uses data to reflect on and evaluate instructional practice.
- 7.3 Uses data to reflect on and identify areas for professional growth.

Standard 8- Collaborates with Colleagues/ Parents/ Others

- 8.1 Identifies students whose learning could be enhanced by collaboration.
- 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
- 8.3 Implements planned activities that enhance student learning and engage all parties.
- 8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Standard 9- Evaluates Teaching and Implements professional Development

- 9.1 Self assesses performance relative to Kentucky’s Teacher Standards.
- 9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
- 9.3 Designs a professional growth plan that addresses identified priorities.
- 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Standard 10- Provides Leadership within School/Community/Profession

- 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

Course Disposition(s) Statement: Interstate New Teacher Assessment and Support Consortium (INTASC) Standards: *Target attitudes of New/Experienced Teachers*

1.21 The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

1.22 The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

1.23 The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

1.24 The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline

7.22 The teacher believes that plans must always be open to adjustment and revisions based on students needs and changing circumstances.

8.12 The teacher values ongoing assessment as essential to the instructional process and s/he recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

Course Topics:

Module 1- *The Character of Curriculum/Defining Curriculum (Chapter 1)*
Curriculum History (Chapter 2)

Module 2- *Politics and Curriculum Decision Making (Chapter 9)*
Curriculum Planning: Levels and Participants (Chapter 6)

Module 3- *Approaches to Curriculum Development (Chapter 3)*

Module 4- *Curriculum Theory (Chapter 4)*

Module 5- *Curriculum Development and Change (Chapter 5)*
Curriculum Evaluation and Student Assessment (Chapter 8)

Kentucky Curriculum Documents Addressed:

Core Content for Assessment, Program of Studies,
Learning Goals and Academic Expectations, KY Teacher Standards

ACTIVITIES, REQUIREMENTS, and ASSIGNMENTS:

1. Regular attendance and participation, on the web-based **Blackboard** “discussion board, are expected and required. Discussion topics will be posted on **Blackboard on a regular basis throughout the June session. Each of your discussion board assignment will be worth at least 12 points. (100)**
2. Book review or critique. (More information forthcoming) **(100)**
3. Completion of Five (5) “*Curriculum*” **Modules 60 points for each module (300 total)**

Module 1- (September 1-September 22, 2009)

The Character of Curriculum/Defining Curriculum (Chapter 1)

Curriculum History (Chapter 2)

Module 2- (September 24-October 15, 2009)

Politics and Curriculum Decision Making (Chapter 9)

Curriculum Planning: Levels and Participants (Chapter 6)

Module 3- (October 20-November 17, 2009)

Approaches to Curriculum Development (Chapter 3)

Module 4- (November 19- December 1, 2009)

Curriculum Theory (Chapter 4)

Module 5- (December 3- December 17, 2009)

Curriculum Development and Change (Chapter 5)

Curriculum Evaluation and Student Assessment (Chapter 8)

4. Two critical performances for the WKU graduate level electronic portfolio system.
 1. Multicultural Curriculum Development **(25)**
 2. Professional Growth Plan for Curriculum Development **(25)**

Grade Scale:

550-506	100-92% A	505-462	91-84% B
461-418	83-76% C	417-374	75-68% D

Plagiarism Policy:

Page 27 of the WKU Undergraduate catalog states that ATo represent written work taken from another source as one=s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Disability AccomodationsStatement:

Students with disabilities who require accomodations (academic adjustment and/or auxillary aids or services) for this course must contact the Office of Student Disability Services, Room 445 Potter Hall. The OFSDS telephone number is (270) 745-5004. Please DO NOT request accomodations directly from the professor or instructor without a letter of accomodation from the Office for Student Disability Services.

SEC 580-The Curriculum
The Book Review or Critique

1. The book you select may be selected from the select bibliographies in our text or from titles focusing on some aspect of “Curriculum” (AKA:education, course of study, etc) in your specific content area.

Examples- Current Issues in Mathematics Education, Computers in the Social Studies Classroom, Teaching Music for the 21st Century, Multiple Intelligences for the High School Science Classroom

2. A book review or critique is not a book report. A book report in the more traditional sense only provides a summary of the book’s content.

*In a book review or critique for this course, a content **summary** is expected, but an equally important part of the paper should be devoted to **analysis, critique, and reaction** to the book’s content.*

3. Your review/critique should be five to eight typed pages (single spaced and divided into four sections), although there may, of course, be exceptions to this norm.

4. Spelling, sentence structure, writing style, and use of proper grammar are important! A review/critique should be a quality piece of writing.

5. For examples of book reviews/critiques, see the Book Review section of the Teachers College Record or the “Book Review” section of any professional journal (for example, Social Education)

20 points- “Book Proposal” (deadline date- October 6, 2009)

APA Style Annotation (See APA website)

http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796

Title, author, copyright date, number of pages, general overview of contents, and brief discussion of how your proposed book relates to SEC 580 content.

80 points- Book Review/Critique (deadline date- December 1, 2009)

APA Style Annotation (See APA website)

http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796

Please see Book Review/Critique criteria below

SUMMARY- Identify and discuss major theories, ideas and content of the book

ANALYSIS- Discuss how the book relates to SEC 580 content and educational reform practices (*ie- Kentucky’s Experienced Teacher Standards target criteria for SEC 580 content professional standards, etc.*)

CRITIQUE-What are major strengths and weaknesses of the book as it relates to various aspects of curriculum?

REACTION-In your opinion, support and/or reject some of the book’s theories (at least three) and ideas as they relate to actual practice in the real classroom. Provide an explanation for your support or rejection of each of your three identified theories.