EDUC502 16

Course Summary

Course : EDUC502 **Title :** Foundations of Curriculum and Instruction
Length of Course : 16
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: The Foundations of Curriculum and Instruction course focuses on applying curricular theory to best practices to the 21st century classroom setting. Planning for instruction and evaluation of learning are the two focal points of this experience. This course is designed as an introduction to the systematic process of planning for effective classroom instruction and assessment, as these tasks relate to contemporary curricular concepts. The skills needed for writing learning objectives and instructional plans for various domains of learning will be taught by placing an emphasis on setting goals and objectives for instruction; planning activities and assessments based on cognitive, social, affective, and psychomotor factors; and designing appropriate means of assessing those learning objectives. Special attention will be given to the related use of technology in the development of effective and systematic learning environments in the 21st Century classroom. This will include a basic recognition of computer hardware and software, capabilities and limitations of technology, evaluating programs and technological resources, and the effective use of various technologies in the classroom.

Course Scope:

A key component of effective teaching is planning for student learning to occur. All teachers must be capable in the areas of instructional planning and assessment as well as the implementation of appropriate technological tools in order to facilitate learning. In addition, it is considered imperative that effective teachers understand the theoretical, philosophical and cultural determinants related to these activities. Keys to the effective design of instruction include the ability to set goals and develop clear and measurable objectives, select related learning activities and resources to promote learning and accomplish such objectives, to design and/or select appropriate forms of assessment (both formative and summative) to chart student progress, and to use various types of feedback for the purpose of assessing the effectiveness of instruction and the need for modifications and revisions.

This course will provide students with opportunities to develop skills and information necessary to plan, implement, and assess instruction. As such, the course is important in your development as a professional educator, which is the goal of American Public University Systems teacher education programs. As teacher candidates meet the objectives for this course, they will have opportunities to extend the level of preparation in each of these areas.

Objectives

Upon successful completion of this course, teacher candidates will be able to:
1. Develop instructional goals based upon best practices (WVPTS: 1A1, 1B1, 1C2, 3A2, 3F1, 4A1); (ISTE: 5C);
2. Assess learners' skills and characteristics. (WVPTS: 1C2, 1D2, 1E2, 2A3, 3F2, 4C1); (ISTE: 2A, 2C);
3. Construct measurable objectives that attend to cognitive, affective, social, and psychomotor development. (WVPTS: 1C1, 1E1, 2A1, 2A3); (ISTE: 2C);
4. Design instructional plans that address different domains and levels of learning. (WVPTS: 1A3, 1B1, 1B3, 1D1, 2A3, 2D2, 3A2, 3A3); (ISTE: 2A, 2C, 4B, 5A, 5C);
5. Design lesson plans based upon principles of effective instructional design and applied curricular theory (WVPTS: 1B3, 1D1, 3A3); (ISTE: 2A, 2B, 2C, 3A, 3D);
6. Construct an assessment plan that effectively monitors diverse aspects of student learning. (WVPTS: 1E1, 1E2, 3E1); (ISTE: 2D);
7. Use assessment data to modify instruction. (WVPTS: 1E2, 3E1, 3E2, 5F1); (ISTE: 3C);
8. Analyze appropriate procedures for reporting assessment results to parents, administrators, and other school constituents. (WVPTS: 1E2, 3E1, 3E2, 5F1); (ISTE: 3C);
9. Integrate technology effectively in instructional planning. (WVPTS: 3A3); (ISTE: 1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D);
10. Examine professional journals in one's subject area discipline, (WVPTS: 4D1); (ISTE: 5C);
11. Apply research and the reflective process to make valid instructional design decisions (WVPTS: 4C1); (ISTE: 5C),

Outline

Week 1: UbD STAGE 1 Introduction to 21st Century Learning

Learning Objective(s)

LO1 , LO3, LO5, LO9. LO10, LO11

Reading(s)

1. Introduction and chapters 1 & 2 in Jacobs (30 pages)
2. Introduction and chapters 1 & 2 in Wiggins & McTighe (55 pages)
3. Optional: readings in the Wiggins & McTighe *Design Guide* online.

Assignment(s)

Forum1: Introduction

Forum 2: Knowledge Versus Understanding

Week 2: Unpacking the Standards

Learning Objective(s)

LO1 , LO3, LO5, LO9. LO10, LO11

Reading(s)

Chapters 3 & 4 in Wiggins & McTighe (49 pages)

Chapter 3 in Jacobs (30 pages)

Optional further reading in *The Understanding by Design Guide to Creating High-Quality Units* (Module B and C)

Assignment(s)

Forum 3: Unpacking the Standards and Stage 1

SCP Project: Part 1 of the School Community Profile (SCP) due.

Graduate Student Orientation due

Week 3: Essential Questions

Learning Objective(s)

LO1 , LO3, LO5, LO9. LO10, LO11

Reading(s)

Chapters 5 & 6 in Wiggins & McTighe (41 pages)

Chapters 12, 13 and Afterword in Wiggins & McTighe (51 pages)

Chapters 7 & 8 in Jacobs (37 pages)

Optional further reading in *The Understanding by Design Guide to Creating High-Quality Units* (Module B and C)

Assignment(s)

Forum 4: Media Literacy

Assignment 2: Philosophy of Teaching

Week 4: STAGE 1 and Reflection

Learning Objective(s)

LO1 , LO3, LO5, LO9. LO10, LO11

Reading(s)

Chapters 9, 10 & 13 in Jacobs (50 pages)

Assignment(s)

Forum 5: Self-reflection for growth

Unit Plan: Stage 1 (due)

Reflection: Professional Standards 1

Week 5: STAGE 2 Think like an Assessor

Learning Objective(s)

LO2, LO4, LO5, LO6, LO9, LO10, LO11

Reading(s)

Introduction and chapters 1 in Fisher & Frey (14 pages)

Chapter 7 & 8 in Wiggins and McTighe (44 pages)

Optional Reading and Research: Modules E,F,G in online Wiggins and McTighe *Design Guide*

Assignment(s)

Forum 6: Formative and Summative Assessments

SCP Project: Part 2 of the School Community Profile (SCP) due.

Week 6: Checks for Understanding

Learning Objective(s)

LO2, LO4, LO5, LO6, LO9, LO10, LO11

Reading(s)

Chapters 2, 3, & 4 in Fisher and Frey (57 pages)

Optional Reading and Research: Blooms taxonomy, Six Facets of Understanding, or read from Brookhart (2010) on *How To Assess Higher Order Thinking Skills in Your Classroom.*

Assignment(s)

Forum 7: Checks for Understanding

Week 7: Continuum of Assessments

Learning Objective(s)

LO2, LO4, LO5, LO6, LO9, LO10, LO11

Reading(s)

Chapters 5 & 6 in Fisher and Frey (48 pages)

Chapters 2 in Jacobs (12 pages)

Optional Reading and Research: Blooms taxonomy, Six Facets of Understanding, or read from Brookhart (2010) on *How To Assess Higher Order Thinking Skills in Your Classroom.*

Assignment(s)

Forum 8: Alignment of Assessments

SCP Project: Part 2 of the School Community Profile (SCP) due.

Week 8: STAGE 2 and Reflection

Learning Objective(s)

LO2, LO4, LO5, LO6, LO9, LO10, LO11

Reading(s)

Chapter 7 and Afterword in Fisher and Frey (28 pages)

Optional Reading and Research: Blooms taxonomy, Six Facets of Understanding, or read from Brookhart (2010) on *How To Assess Higher Order Thinking Skills in Your Classroom.*

Assignment(s)

Forum 9: Common Assessments

Unit Plan: Stage 1 & 2 (due)

Reflection: Professional Standards 2

Week 9: Effective Classroom Strategies

Learning Objective(s)

LO5, LO6, LO7, LO8, LO9, LO10, LO11

Reading(s)

Chapter 11 & 12 in Jacobs (24 pages)

Readings in "Classroom Instruction that Works" as assigned for the forum JigSaw

Attachment in the Forum on specific procedures, expectations for the JigSaw

Optional Reading and Research: Web-based readings and various chapters in Tomlinson, C., & McTighe, J. (2006), *Integrating differentiated instruction + understanding by design.* Alexandria, VA: ASCD. ISBN: 9781416602842

Assignment(s)

Forum 10: Instructional Strategies

Week 10: Checks for Understanding

Learning Objective(s)

LO5, LO6, LO7, LO8, LO9, LO10, LO11

Reading(s)

Chapters 9 & 10 in Wiggins & McTighe (63 pages)

HO- APUS School of Education Long-Form Daily Lesson Plan Template and Rubric Assignment due in Week 12.

Optional Reading and Research: Various chapters in Tomlinson, C., & McTighe, J. (2006), *Integrating differentiated instruction + understanding by design.* Alexandria, VA: ASCD. ISBN: 9781416602842

Assignment(s)

Forum 11: Coverage versus Uncoverage

Assignment: Submission of DRAFT Lesson Plan

Week 11: Planning for Teaching and Reflection

Learning Objective(s)

LO5, LO6, LO7, LO8, LO9, LO10, LO11

Reading(s)

Chapters 10 in CITW (19 pages)

Optional Reading and Research: Various chapters in Tomlinson, C., & McTighe, J. (2006), *Integrating differentiated instruction + understanding by design.* Alexandria, VA: ASCD. ISBN: 9781416602842

Assignment(s)

Forum 12: Teaching and Planning

Reflection: Professional Standards 3

Week 12: STAGE 3

Learning Objective(s)

LO5, LO6, LO7, LO8, LO9, LO10, LO11

Reading(s)

Chapter 11 Wiggins & McTighe (20 pages)

Optional Reading and Research: Various chapters in Tomlinson, C., & McTighe, J. (2006), *Integrating differentiated instruction + understanding by design.* Alexandria, VA: ASCD. ISBN: 9781416602842

Assignment(s)

Forum 13: Feedback

Unit Plan: FINAL (Stage 1, 2, and 3)

Lesson Plan: APUS Long-form Daily Lesson Plan Artifact

Week 13: Getting Started

Learning Objective(s)

LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8, LO9, LO10, LO11

Reading(s)

Afterword & Appendix from Wiggins & McTighe (10 pages)

Article on ELL's: [ELL's]

Article on Differentiation: [Diffentiation]

Article on Special Education: [Introduction]

Article on Special Education: [Legal Rights](#)

Optional Reading and Research: Various chapters in Tomlinson, C., & McTighe, J. (2006), *Integrating differentiated instruction + understanding by design.* Alexandria, VA: ASCD. ISBN: 9781416602842

Assignment(s)

Forum 14: Collaboration

Week 14: Thematic Units

Learning Objective(s)

LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8, LO9, LO10, LO11

Reading(s)

Article on Digital Divide: [Digital Generation](#) (5parts)

Article on Digital Divide: [access-inclusion](#)

Article on Digital Divide: [-mary-beth-hertz](#)

Assignment(s)

Forum 15: Does the Digital Divide exist?

Final Project: Assigned

Week 15: Collaboration – Professional Practice

Learning Objective(s)

LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8, LO9, LO10, LO11

Reading(s)

None Assigned

Assignment(s)

Forum 16: Collaboration

Final Project: Turn in the final project to the assignments section and post to Forum 17.

Week 16: Sharing, Feedback and Reflection

Learning Objective(s)

LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8, LO9, LO10, LO11

Reading(s)

None Assigned

Assignment(s)

Forum 17: Sharing of Final Project and Feedback

Evaluation

Grading:

Name	Grade %

Materials

Book Title: Understanding by Design - Expanded, 2nd Ed (custom)- (The custom ISBN may have more competitive pricing in hard copy or electronic format. The non-custom ISBN is: 9780131950849, please use this one to search for the book from other booksellers.)

Author: Wiggins, Grant / McTighe, Jay

Publication Info: Pearson

ISBN: 9781269648110

Book Title: Curriculum 21: Essential Education for a Changing World

Author: Jacobs, Heidi Hayes

Publication Info: Assoc. for Supervision & Curriculum Development

ISBN: 9781416609407

Book Title: Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, 2/E (custom)- (The non-custom ISBN is: 9780133366723, please use this one to search for the book from other booksellers.)

Author: Dean, Hubbell, Pitler and Stone

Publication Info: Pearson

ISBN: 9781269648950

Book Title: If you prefer the electronic format, your required book(s) may be available for purchase from the APUS Bookstore in a VitalSource e-book format

Author:

Publication Info:

ISBN: GRAD NOTE

Required Course Textbooks: (all available in APUS online Library)

Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-*

based strategies for increasing student achievement (2nd ed.). Alexandria, VA: ASCD.

Fisher, D., & Frey, N. (2007). *Checking for understanding: Formative assessment techniques for*

your classroom. Alexandria, VA: ASCD.

Jacobs, H. H. (2012). *Curriculum 2: Essential education for a changing world*. Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (2006). *Understanding by design.* Upper Saddle River: Prentice Hall.

Foster, B., Walker, M. and Song, K. (2007). *A beginning teaching portfolio handbook: Documenting and reflecting on your professional growth and abilities.* Upper Saddle River: Prentice Hall.

Required Web Resources

Professional Standards:

Council of Chief State School Officers (CCSSO). (2011). *InTASC model core teaching standards*: A resource for state dialogue. Retrieved from

http://ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_fo

International Society for Technology in Education. (2008). *Standards for teachers.* Retrieved from http://www.iste.org/standards/nets-for-teachers.aspx

NCATE. (2008). *Unit standars in effect 2008*. Retrieved from

http://www.ncate.org/Standards/NCATEUnitStandards/UnitStandardsinEffect2008/tabid/476/Default.a

West Virginia Department of Education. (2011). *West Virginia professional teaching standards*. Retrieved from

http://wvde.state.wv.us/teachwv/documents/teaching_standards_training[1]%208-5-11.pdf

K-12 Curriculum Standards:

Common Core State Standards Initiative. (n.d.). *The standards.* Retrieved from http://www.corestandards.org/the-standards

West Virginia Deptartment of Education. (n.d.). *Csos - content standards and objectives policies*. Retrieved from http://wvde.state.wv.us/policies/csos.html

Recommended Professional Books

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington D.C.: American Psychological Association.

Brookhart, S. (2010). *How to assess higher-order thinking skills in your classroom.* Alexandria, VA: ASCD.

Tomlinson, C.A., & McTighe, J. (2006), *Integrating differentiated instruction and understanding by design: Connecting content and kids.* Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (2011). *The Understanding by design guide to creating high-quality units.* Alexandria, VA: ASCD.

Additional Recommended Web Resources

ISTE National Educational Technology Standards. Available online: **www.iste.org/standards**

NCSS Ten Thematic Strands in Social Studies. Available online: **http://www.ncss.org/standards/**

NCTE and IRA Standards for the English Language Arts. Available online: **http://www.ncte.org/standards**

ACTFL National Standards for Foreign Language Education. Available online: **http://www.actfl.org/i4a/pages/index.cfm?pageid=3392**

NCTM Principles and Standards for Mathematics. Available online:**http://www.nctm.org/standards/**

NSES National Science Education Standards. Available online:http://www.nap.edu/openbook.php?record_id=4962&page=R1

U.S. Department of Labor – Roles of Education Administrators - http://www.bls.gov/oco/ocos007.htm

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Course Guidelines

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University Policies

Student Handbook

- Drop/Withdrawal policy
- Extension Requests
- Academic Probation
- Appeals
- Disability Accommodations

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.