

*UNLV – College of Education*  
*Preparing Professionals for Changing Educational Contexts*

**Department of Teaching and Learning**  
**Inquire. Educate. Innovate.**

**Course Information**

<b>Prefix &amp; Number</b>	CIE 685 - 1001
<b>Title</b>	<b>ELEMENTARY EDUCATION CURRICULUM</b>
<b>Credits</b>	3 Credit Hours
<b>Semester</b>	
<b>Instructor</b>	
<b>Office/Phone/Email</b>	
<b>Class Location</b>	
<b>Office Hours</b>	
<b>Prerequisites</b>	
<b>Course Description (Course Introduction)</b>	<p>CIE 685 is a study of current research, influences, trends, and issues in the modern elementary school curriculum. The underlying framework for the course is one that views becoming a teacher as a developmental process that requires ongoing study and reflection about curriculum and the practice of teaching, particularly in diverse urban settings and changing educational contexts. The Conceptual Theme for programs in the College of Education is <b>Preparing Professionals for Changing Educational Contexts</b>. This Conceptual Theme is reflected in the objectives, content, activities, and assignments of the course. In addition, several of the <i>National Education Technology Standards</i> (NETS) are addressed through course assignments learning to teach using effective technology with students is an important goal of the course.</p>

<p><b>SPA Standards Addressed: Standard Domain Areas Addressed in this Course</b></p> <p><b>INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions</b></p>	<p><i>InTASC STANDARDS</i></p> <p><b>#4 Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>PERFORMANCES</b></p> <p>4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.</p> <p>4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</p> <p>4(i) The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.</p> <p><b>ESSENTIAL KNOWLEDGE</b></p> <p>4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.</p> <p>4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p> <p><b>CRITICAL DISPOSITIONS</b></p> <p>4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.</p> <p><b>#7 Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>PERFORMANCES</b></p> <p>7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p>7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and</p>
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materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

#### ESSENTIAL KNOWLEDGE

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

#### CRITICAL DISPOSITIONS

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

#### ***Specialty Program Area Standards Addressed***

In addition, a number of the *National Education Technology Standards (NETS)* are addressed through course assignments:

Standard 2: Demonstrate a sound understanding of the nature of an operation of technology systems.

Standard 3: Use technology tools and information resources to increase productivity, promote creativity, and facilitate academic learning.

Standard 4: Use content-specific tools (e.g., software, simulation, graphing calculators, exploratory environments, Web tools) to support learning and research.

Standard 5: Use technology resources to facilitate higher order and complex thinking skills, including problem solving, critical thinking, informed decision making, knowledge construction, and creativity.

Standard 7: Use technology to locate, evaluate, and collect information from a variety of sources. Use technology tools to process data and report results.

Standard 9: Use technology tools and resources for managing and communicating information.

	<p>Standard 11: Use a variety of media and formats, including telecommunications, to collaborate, publish, and interact with peers, experts, and other audiences.</p> <p>Standard 12: Demonstrate an understanding of the legal, ethical, cultural, and societal issues related to technology.</p> <p>Standard 13: Exhibit positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</p>
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## Knowledge

- To uncover and describe personal beliefs that influence the ways teachers approach curriculum and teach in diverse elementary classrooms
- To study selected literature on curriculum including the theoretical dimensions of curriculum, models of curriculum development, roles of school personnel in developing curriculum, and components of curriculum development
- To demonstrate an understanding of the relationships among curriculum, instruction, organization, and management in the elementary classroom
- To describe the major findings of the educational research in the area of curriculum development.
- To critique current curricular materials in the schools
- To apply knowledge of curriculum development in organizing and planning for teaching in urban contexts and changing educational contexts
- To develop curricular materials that take into account changing educational contexts, the needs of exceptional learners, which capitalize on the diverse cultural backgrounds of students in urban contexts, and that focus on knowledge, skills, and attitudes
- To participate fully in class activities, projects, and discussions related to curriculum development
- To cite examples of student learning as a result of your teaching philosophy in a philosophy paper and in a final course project
- To assess student learning as a result of unit planning and report results to class members

## Required Books and Materials—All can be purchased on Amazon

- McNeil, John (2003) Curriculum The Teacher's Initiative Third edition
- Oliva, Peter (2005). Developing the Curriculum (6<sup>th</sup> ed.) New York: Pearson (the most you should pay is \$40)
- Erickson, Lynn (2013). Transitioning to Concept-Based Curriculum and Instruction: How to bring content and process together (Kindle edition is \$19)

## **Assignments**

### **1. First Principles/Beliefs/Philosophy Paper**

Prepare a word-processed and double spaced paper (7-10 pages in length) that summarizes your definition, beliefs, and philosophy of curriculum. You should read Chapter 6, Philosophy and Aims of Education, in the Oliva text prior to beginning work on this paper. Choose one type of philosophy that you most agree with: reconstructionism, progressivism, essentialism, or perennialism and explain why you choose this as your overarching philosophy. Give examples from your own practice to convince the reader why you have chosen that particular philosophy. Research a philosopher that you most identify with in your own practice (i.e. Dewey, Noddings, Bruner, Vygotsky, Adler, Hutchins, William Bagley,Sizer, Freire, or Brameid). Ensure that you include references (APA style) Due February 15, 2016 (15 points)

### **2. Models of Education**

Prepare a word-processed and double spaced paper (3-5 pages in length) that summarizes the model of education that you would chose to follow to write your own curriculum unit. Are you more comfortable with Taba, Erickson, Tyler, or Saylor, Lewis and Harris? Ensure that you include references (APA style) Due March 7, 2016 (10 points)

### **3. Curriculum Guide Critiques**

To assure that participants have some picture of curriculum materials available in their areas of expertise, you are to identify and review two published curriculum materials germane to your interests. The review is to be approximately 5-7 double-spaced word-processed pages in length for each review, and should include your perceptions of the adequacy of the guides' format, and the degree to which the guide seems to be based on a systematic analysis of both concepts to be transmitted and the students who are to be the recipients of that knowledge. The bottom-line question to answer in your analysis should be whether or not you would actually use these materials if given the option and why or why not.

Importantly, you should tie your analyses back to readings and class discussions on educational philosophy, models of curriculum, axioms, student needs, needs of the school, needs of society, needs of subject matter, curricular and instructional goals and objectives, and assessment and evaluation. Sources for curriculum materials include the College of Education Curriculum Materials Library, the James R. Dickenson Library, your school district or the professional libraries of other schools that allow you access, and other sources you may discover on your own.

First critique due April 4, 2016 (10 points)

Second critique due April 25, 2016 (10 point)

#### 4. Weekly posts

Each week discussion questions will be posted related to the readings. Each person should post their thoughts and you must respond to three people. Due Weekly by Sunday night (25 points)

#### 5. Individual Project

A. Develop a unit (or revise an existing unit) that you can teach during the course of this class. Begin with the summative assessment—how will you know that students have learned the content to the level of rigor that is needed? Recent research (e.g., INTASC, 1992; NCATE 2000; NCTM 2000) encourages teachers to use problem-solving and inquiry approaches in which students are actively engaged in authentic learning activities. It is expected, then, that you will attempt to involve children in meaningful learning.

You will submit a double space paper (APA style) with the following information:

- How did you decide what to teach? What objectives from the Common Core are incorporated?
- What philosophy and model of education is aligned to your unit?
- Specific information about the student population for whom the unit is intended
- Analysis of the needs of those students as well as the relevant needs of society and subject matter
- What formative and summative assessments were used for this unit and what information did you glean from the assessment results?
- Instructional strategies you use to teach the unit—how did you decide which strategies to use? (Cite references)
- Reflection of how the unit links back to your educational philosophy, curriculum models, readings from the text, and class discussions. Key here is making written connections to curriculum concepts! Due May 2, 2016 30 points

Participation in all postings is required. Students who post more than a week late will lose points. Points will also be deducted for late assignments. Participants are to reply to three different posts besides posting their original thoughts.

#### Readings

Prior to each week of the semester, specific information will be given regarding reading assignments in the course texts. You must be prepared for class discussions by reading all that is assigned before each class meeting. Due: Weekly

Semester grades will be determined with the following weight on assignments.

Philosophy Paper	15 Points	February 15, 2016
Weekly postings	25 Points	weekly
Model paper	10 Points	March 7, 2016

Curriculum Guide Critique	10 Points each	April 4, 2016 April 25, 2016
Individual Project	30 Points	May 2, 2016

### ***College of Education Policies***

#### **College Accreditation**

Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

#### **Teacher Licensure**

Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other states. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

#### **SPECIAL NOTES**

##### **Academic Misconduct**

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

##### **Copyright**

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal

liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

### **Disability Resource Center (DRC)**

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

### **Religious Holidays Policy**

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

### **Transparency in Learning and Teaching**

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:  
<https://www.unlv.edu/provost/teachingandlearning>  
<https://www.unlv.edu/provost/transparency>

### **Incomplete Grades**

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

### **Tutoring and Coaching**

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

### **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

### **Rebelmail**

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

### **Final Examinations**

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

### **Library Resource**

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.