

UNLV – College of Education
Preparing Professionals for Changing Educational Contexts

Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	CIS 684 – Section 1001
Title	SECONDARY EDUCATION CURRICULUM
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/E mail	
Class Location	Online
Office Hours	
Prerequisites	
Course Description (Course Introduction)	CIS684 is a course that studies foundations, principles, and issues of secondary curriculum. It is designed to prepare secondary preservice or in-service teachers to improve their ability to meet the diverse needs of their students through implementation of engaging curriculum. The underlying framework for the course is one that views effective teaching 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 Preparing Professionals for Changing Educational Contexts . This theme is reflected in the objectives, content, activities, and assignment of the course.
SPA Standards Addressed: Standard Domain Areas Addressed in this Course	<i>InTASC STANDARDS</i> #4 Content Knowledge 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. PERFORMANCES

<p>INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions</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>ESSENTIAL KNOWLEDGE</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>CRITICAL DISPOSITIONS</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>#7 Planning for Instruction 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>PERFORMANCES</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 materials to differentiate instruction for individuals and groups of learners.</p> <p>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>ESSENTIAL KNOWLEDGE</p> <p>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p>
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	<p>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.</p> <p>CRITICAL DISPOSITIONS</p> <p>7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p>
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Objectives

Students will be able to:

- Apply theories and principles of curriculum planning, development and implementation by developing a curriculum unit.
- Analyze curriculum using theories and principles of curriculum planning, development and implementation.
- Recognize contemporary curriculum trends in K-12 teaching.

Required Textbook

Ornstein, A. C., & Hunkins, F. P. (2013). *Curriculum: Foundations, principles, and issues* (6th ed.). Boston, MA: Pearson.

Assignments and Performance Assessment

Course assignments and activities are designed to provide you with the opportunity to demonstrate your mastery of the stated course objectives. It is expected that you will demonstrate said mastery through submission of quality assignments, active participation in discussions carried on in WebCampus pilot, and through effective use of educational technology.

Assignment Requirements

All written assignments except online discussions are to be word-processed, Times New Roman 12 font, double-spaced, with a heading that identifies the course number, your name, date, and assignment title. All the citations in text and the references should follow APA style. The APA documents are provided in the Course Content folder.

You are strongly encouraged to submit all assignments on time. Assignments that are late without informing the instructor of the reason(s) prior to the due date will be accepted with 20% of the points reduced. For example, if your assignment is 15 points, it will be worth only 12 points. Assignments more than one week late will not be accepted.

1. WebCampus Online Discussion (40%)

Online Discussion consists of 10 weekly discussions based on the reading of assigned book chapters. You will answer the discussion questions as an initial posting in the discussion section. You can complete the initial posting immediately after the instructor has posted the discussion question; however, you must complete it no later than **Wednesday (11 PM)** each week so that other students will be able to respond to your posting. You must also respond to **at least two** classmates’ initial postings by **Saturday (11PM)** of the same week. **The initial posting** is worth 2 points and **the responses** to your two or more classmates’ comments are worth 2 points. The

initial posting should utilize standard academic English writing as applied to all other written assignments and must be **at least 200 words in length**. An initial posting of less than 200 words will result in 1 point being automatically deducted; without your initial posting, you will receive a zero on the discussion even though you may have responded to others' postings.

Curriculum Project (60%)

The due date for the final project is 11:00 PM on Saturday, 04/30.

There are four sections of this project which will be compiled and resubmitted as the final project. Each of the four sections will be submitted separately.

The purpose of this assignment is to develop a unit using the knowledge you have learned. This assignment should meaningfully help you complete the culminating experience paper for the completion of the program. **However, this assignment is not the same as the culminating experience paper required for CIG697.** If you are neither a pre-service teacher nor a K-12 teacher, then you may choose the curriculum related to your field and discuss with the instructor about how you should complete this assignment.

2. Curriculum Project Section 1 Sub-heading: Students' demographic information and school context (10%) This part of the project is due at 11:00PM on Saturday, 02/20.

For this section, describe students' demographic information and school information so that the curriculum matches students' needs. If the majority of the students in the school are minorities, such as African American or Latino American, the students will definitely influence your lesson planning and unit planning because of their needs that are different from those in suburban schools or in the schools whose majority is Caucasian American.

Requirements:

Describe the students for whom you are developing the unit (grade level, needs, ethnicity, and other demographic characteristics) (4 points, at least two paragraphs) and describe the school information and its cultural perspectives (2 points, at least one paragraph). Explain how the information about the students and the school influences your design of the selected unit (4 points, at least two paragraphs).

3. Curriculum Project Section 2 Sub-heading: Curriculum definition, unit goals and the unit core elements (15 %) This part of the project is due at 11:00PM on Saturday, 03/05.

This section consists of two elements. The first element is curriculum definition. We discussed the definitions of curriculum this semester. Different people have different understandings of curriculum. This understanding will lead to different instructional strategies and different ways of interacting with students. Therefore, before you develop your unit, you should be clear about the definition of curriculum that is aligned with your students' needs, which you have explained through section 1. The definition should also be consistent with your developed philosophy that you will describe in Section 3. *You are required to use the definition of curriculum that you have learned in this course.*

The second element of this section is the major component of the assignment. You are requested to develop a unit that is closely related to your students and subject you are teaching or will teach. It may include the content in a couple of related chapters. For this paper, a "unit" is

defined as a total of at least five hours of instructional time spread over a period of 5 or more days.

Requirements:

Define the term curriculum based on Chapter 1(3 point, at least one paragraph) using a reference that includes the page number. Describe the goals of the unit that are associated with CCSS or state standards (4 points, at least one paragraph). Describe the essential knowledge that includes both the most important knowledge and the most difficult knowledge of the unit (4 points, at least one paragraph). The discussion of essential knowledge should be connected with the unit standards.

Describe the objectives for each lesson, important learning activities, and assessment in each of the five separate lesson plans (5 points, at least five lessons). Each lesson plan should include three descriptive sections: objectives, activities, and assessment and the three sections should be meaningfully interrelated. The objectives should include expected learning outcomes rather than teaching or learning activities; the verbs should be related to the Bloom's taxonomy (1 point). The activities should be designed to actualize the objectives; they should be described in paragraphs instead of using bullets in the writing (2 points). The assessment should include what is to be assessed, why it is to be assessed, and in what way it is to be assessed; the assessment should match the objectives; the written assessment should include a grading rubric (2 points).

4. Curriculum Project Section 3 Subheading: Educational Philosophy and Psychological Theories (10%) This part of the project is due at 11:00PM on Saturday, 03/19.

This section should demonstrate how you have designed your unit based on the knowledge you have learned in Chapter 2 and Chapter 4. In other words, you want to provide rationale for the unit that you have developed. As I mentioned earlier, different educational philosophies may generate different definitions of curriculum and different ways to design and implement a unit. You must answer the questions: 1. What education philosophy supported your unit design (essentialism, progressivism, perennialism, reconstructionism, or the combined philosophy that you have developed through your educational experience and learning in this course)? Without mentioning at least one of these four philosophies, you will not get credit. 2. What psychological theories have been integrated into the unit? You must include theories and theorists that you have learned in Chapter 4.

Requirements:

Describe the philosophy that you have developed (1 point, at least one paragraph) and explain how the *educational* philosophy is aligned with the unit design (1 point, at least one paragraph). Describe what psychological theory (ies) you have used in planning the unit (1 point, at least one paragraph) and explain how the theory (ies) supports your unit planning and teaching (1 point, at least one paragraph). Throughout the whole section you should indicate how you have designed the unit to meet the specific needs of students particularly in diverse settings, society, and subject matter (1 point).

5. Curriculum Project Section 4 Subheading: Reflection (10%)

This part of the project is due at 11:00PM on Saturday, 04/16.

This section intends to help you understand your learning of curriculum through reflection. With your experience in planning the unit, you should understand what you have learned about

students, curriculum, instruction, assessment, and yourself as a teacher (teacher identity). You will recognize what you need to learn or improve.

Requirements:

Describe what you have learned (2 point, at least one paragraph), what needs to improve regarding student learning (2 point, at least one paragraph), your content knowledge (2 point, at least one paragraph), your curriculum knowledge (2 point, at least one paragraph), and your teacher identity development (2 point, at least one paragraph).

9. Final Submission of the Curriculum Project (15 %) DUE DATE: 04/30

Compile the four sections with any edits and revisions for each section of the curriculum project. Then put the four sections together and add the cover page and reference page.

Format for the paper:

The cover page includes the following information in this order:

- Title of the paper (given by student based on the specific content of his or her unit project)
- Name of the Student
- Email
- Emphasis concentration Area
- Date of Submission
- Instructor's name
- Course number

A paper shorter than 12 pages will be considered unacceptable, and the grade will be lower than 14 points. Use APA (6th edition) style that you have learned in this course. Without following APA requirements for reference and citations, you will lose 2 points.

Assignment Grading Table

Assignments	Due Date	Subtotal
1. Online Discussion	Ongoing	40
2. Curriculum Project Section 1	02/20	10
3. Curriculum Project Section 2	03/05	15
6. Curriculum Project Section 3	03/19	10
7. Curriculum Project Section 4	04/16	10
8. Curriculum Project Final	04/30	15
Total		100

<i>Grading Scale</i>	
95 and above	A
90 to 94	A-
85 to 89	B+
80 to 84	B
75 to 79	B-
70 to 74	C+
65 to 69	C
60 to 64	C-
45 to 59	D
Below 45	F

Grading Policy

Final grades will be determined by the amount of points earned during the semester. Grading is based on meeting the criteria for each assignment as detailed on the evaluation rubrics and written description of expectations.

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. 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). 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/>.