

John Carroll University
Department of Education and Allied Studies
Syllabus

Course Number: ED 556
Course Title: Curriculum

Course Objectives:

Knowledge

1. Diverse psychological developmental theories as a basis for curriculum development
2. Models of effective evaluation to diagnose classroom learning
3. Strategies for planning effective learning activities
4. The basic, distinguishing characteristics of formative evaluation and summative evaluation and their application to the improvement of instruction
5. Application of curriculum principles to curriculum designs
6. Application of diagnostic-prescriptive teaching methods
7. Contrasting purposes around which curricula may be built
8. Basic principles of learning theory
9. A variety of principles for organizing a curriculum unit
10. Understand the "broad" or inclusive definition of curriculum as including all activities under the control of the school
11. Integrating on-line materials relating to curriculum and instruction

Skills

1. Discuss modern foundational problems; to compose a well-reasoned, personal, functional philosophy of education
2. Implement principles of curriculum development
3. Write a clear curricular objective
4. Write and implement effective learning activities for differentiated instruction: adapting instruction to students' needs based on culture, gender, ethnicity, social class, and exceptionalities
5. Plan an instructional program taking into account the needs of children
6. Construct and use formative evaluation to diagnose learning problems
7. Apply principles of learning to practical curriculum problems
8. Classify educational objectives within taxonomy categories
9. Access on-line materials relating to curriculum and instruction

Attitudes

1. Appreciate the complexity of the diverse issues in curriculum development
2. Demand critical inquiry as a precondition to informed decisions about curriculum
3. Value curriculum development as an intellectually challenging and rewarding process
4. Value giving and receiving constructive criticism
5. Demonstrate a sensitivity in integrating pupils' needs and interests into the curriculum
6. Develop high expectations for student performance among teachers
7. Realize the importance of diagnostic prescriptive methodologies in promoting mastery learning

8. Appreciate the importance of a clearly stated instructional objective
9. Understand and strive for consistency between educational philosophy and relevant curriculum issues
10. Adopt value-added strategies
11. Appreciate the value of educational taxonomies in distinguishing and clarifying lower order from higher order educational outcomes
12. Appreciate that organization in curriculum work is essential to generating an accumulative learning effect

Desired Results:

- ◆ demonstrates accuracy, organization, and persistence in achieving intellectual and professional goals
- ◆ contributes to the school, district, and the broader professional community
- ◆ assists fellow professional
- ◆ demonstrates knowledge of content and pedagogy
- ◆ demonstrate knowledge of clients/students
- ◆ demonstrate knowledge of resources
- ◆ uses knowledge of communication techniques to foster collaboration and supportive interaction.
- ◆ takes initiative in assuming leadership roles
- ◆ assumes responsibility in decision-making and helps to ensure that decisions are based on the highest professional standards.
- ◆ challenges negative attitudes and practices; is proactive in serving clients/students/colleagues

Class sessions will consist of three distinct parts:

1. Lecture/class discussion based on required reading (text and articles)
2. Student presentation
3. Speakers addressing specific curricular application

Course Outline

Week One: June 19 – 22

Reading

Part I: Bases for Curriculum Planning

Chapter 1: Goals and Values – Pages 1 - 8

Chapter 2: Social Forces: Present and Future – Pages 51 – 64

Articles: Student Presentations - Choose one article to present to the class

“So What Does It Take to Build a School for Democracy?” D. Meier

“A Morally Defensible Mission for Schools in the 21st Century” N. Noddings

“Perspectives on Four Curriculum Traditions” W. Schubert and “A Cross-Cutting Approach to the Curriculum: The Moving Wheel” T. Brameld

“The Organization and Subject-Matter of General Education” R. Hutchins and “The Case for Essentialism in Education” W. Bagley

“The Case for Progressivism in Education: W. Kilpatrick and “Traditional vs.

Progressive Education” J. Dewey

“Inflating the Life Rafts of NCLB:...” F. Hess and C. Finn

“Failing our Children:...” L. Guisbond and M. Neill

“The Three A’s of Creating an Inclusive Curriculum and Classroom”
T. Anctil

“Multicultural Education and Curriculum Transformation” J. Banks

“Making a Case for Media Literacy in the Curriculum: E. Scharrer

“Remembering Capital: On the Connection between French Fries
and Education” M. Apple

June 21

Speaker: Jennifer Schwelik

Media Literacy Specialist – Beachwood High School

Week Two: June 26 – 29

Reading

Part I Con’t: Bases for Curriculum Planning

Chapter 3: Human Development – Pages 121 - 125

Chapter 4: Learning and Learning Styles – Pages 165 – 171

PowerPoint Presentation on Human Development – A Review

Articles: Student Presentations – Choose one article to present to the class

“My Idea of Education” A. Montagu

“Toward a Strategy for Healthy Adolescent Development” D. Hamburg

“The Cognitive-Development Approach to Moral Education” L. Kohlberg

“Woman’s Place in Man’s Life Cycle” C. Gilligan

“Organize Schools around Child Development” J. Comer

“Waldorf Schools: Education for the Head, Hands, and Heart” C. Bramford
and E. Utne

June 29

Speaker: Lauren Broderick

Coordinator Pupil Services and Gifted Education
Beachwood City Schools

Week Three: July 3 – 6 (No class on July 4)

Part II: Developing and Implementing the Curriculum

Chapter 5: Approaches to Curriculum Development – Page 219 - 229

Chapter 6: Curriculum and Instructional Methods and Models:

Assessment Measures – Page 270 -284

Articles: Student Presentations – choose one article to present to the class

“The Sources of a Science of Education” J. Dewey

“Teachers, Public Life and Curriculum Reform” H. Giroux

“Who Should Plan the Curriculum?” G. Hass

“A Principal Looks Back: Standards Matter” K. Marshall

“The Muddle Machine: Confessions of a Textbook” T. Ansary

“Progressive Organization of Subject Matter” J. Dewey

“Structures in Learning” J. Bruner

“Nurturing the Life of the Mind” K. Vail

“The Limits of Ideology: Curriculum and Culture Wars” D. Gordon

“TestThink” N. Maylone

“You Can Teach for Meaning” J. McTighe, E. Seif, G. Wiggins

July 6

Speaker: Dr. Kathleen Sparrow
Director of Science Curriculum
Akron Public Schools

Week Four: July 10 – 13

Part III: The Curriculum in Action

Class discussion on Schmidt and Elmore writings

Guided Activity: According to your particular school level (e.g. elementary, middle, high school), review subject area curricula obtained from area school districts. Prepare a list of developmental tasks (physical, emotional, cognitive, behavioral, and social) appropriate for a grade level, and evaluate the curriculum to determine its relevance to the tasks of the particular age group.

Chapter 7: Early Childhood and Elementary Curricula – Page 323 – 351
Elementary Group 1

Chapter 8: Middle-Level Curricula – Page 368 – 403
Middle School Group 2

Chapter 9: High School Curricula – Page 418 – 449
High School Group 3

Thursday July 13

Speaker: Mr. Chris Jordanek
Technology Integration Specialist – Beachwood High School

Week Five: July 17 – 20

Groups Presentations (30 – 45 minutes per group)
In class work on writing assignments
Performance-Based Assessment due last class

Out of class Writing Assignment (due last day of class)

In the area and at the level with which you are most familiar, examine a set of curriculum materials (a textbook, curriculum guide etc) and the curriculum model being used by the school district to determine how student learning is assessed. Discuss the model based on the information presented on curriculum models, curriculum theory, developmental readiness and assessment theories in this course. In addition, include suggestions for how the district's curriculum development and the assessment models of student learning might be improved?

Class Assignments (Select three of five). One assignment is due June 29, July 6 and July 13.

1. Familiarize yourself with a sample IEP's obtained from your district. Choose one IEP and write a 1 – 3 page paper:
 - (a) Describing the primary difficulty of the student's ability to learn taking into consideration the student's disability
 - (b) Describing how the classroom teacher is mandated to modify instructional goals and strategies to make it possible for the student to achieve in the regular classroom.
2. Examine Ohio State Standards on the ODE website in one core curricular area. Create a Course of Study for one grade level that addresses each standard for one year.
3. Conduct a study of a District's curriculum scope and sequence. Track whether specific student needs based on gender, ethnicity, culture, social class and exceptionalities are being met. Write a 1 -3 page paper on your findings.
4. Write a 1 – 3 page critique of a District's curriculum development model. Include the elements of curriculum content related to state standards, instruction, supervision and the learning environment.
5. Write a comprehensive description of a district's Continuous Improvement Plan. In particular determine whether the District's goals and objectives are congruent with the developmental task expected to be mastered by the students at each grade level.

Final Exam: Performance- Based Assessment (Rubric attached)

Step 1: Conduct research in a particular school district to determine whether the curriculum meets the demographic needs of the students and their families.

Types of research may consist of (but are not limited to):

- a. Census data
- b. Transient rate
- c. Students on free and reduced lunch
- d. Student and district report cards
- e. Interviews with school or community personnel

Step 2: Design an instrument that could be used by your school district to do an in-depth study of the demographics of their school community. Using the

instrument develop hypothetical results showing the distribution of students by gender, ethnicity, culture, and social class.

- a. Research the specific needs of students with these characteristics
- b. Develop adaptations when designing curriculum to meet the needs of each group of students, addressing alternative indicators and benchmarks, as well as instructional adaptations that make it possible for all groups to accomplish the same indicators and benchmarks
- c. Develop an action plan to incorporate these adaptations into the school instructional program.

Evaluation:

1. Performance-based assessment
2. Individual and group assignments and presentations to the class
3. Class attendance and participation during discussions
 - a. Attendance is expected at all scheduled classes, but reasonable needs for absence will be honored.
 - b. Students are expected to model professional behavior within the educational profession

Writing Style:

The APA Style Manual

SPECIAL NOTE:

Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the professor of this course or JCU's Coordinator for Students with Disabilities (EXT. 4967) as soon as possible. Accommodations will not be granted retrospectively.

John Carroll University
ED 556: PBA Demographic Curriculum Examination

	1	2	3	4	Points
School Demographic Factors	Does not include basic demographic factors	Identifies some demographic factors	Identifies adequate demographic factors	Identifies a full range of demographic factors	
Curricular Implications of Demographic Factors	Does not identify curricular implications	Identifies some curricular implications	Identifies adequate curricular implications	Identifies numerous curricular implications	
Grade Level Indicators using Demographic Factors	Does not develop grade level indicators using demographic factors	Develops some grade level indicators using demographic factors	Develops an adequate number of grade level indicators using demographic factors	Develops all grade level indicators using demographic factors	
Impact of Demographics on Curriculum Development	Does not identify rationale for importance of demographic factors	Unclear relationship between demographic impact on curriculum development	Makes an adequate correlation between demographic impact and curriculum development	Fully articulates the demographic impact on curriculum development	
Mechanics	Does not use grammar and punctuation	Often makes errors in grammar and	Uses grammar and punctuation	Grammar and punctuation are used	

	correctly throughout the paper	punctuation	correctly 90% of the time	correctly 100% of the time	
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