

**EDCI 501 Curriculum and Instructional Strategies**  
**Eastern Mennonite University - Lancaster**  
**Master of Arts in Education**  
**July 9-13, 2012**

**Credit Hours:** 3 semester hours

**Instructor:** Cathy Smeltzer Erb, Ph.D.  
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**Class Schedule:** Monday-Friday, 8:00 a.m.-5:00 p.m., total hours = 42 hours

**Course Description:** This course provides an introduction to initiation, development, delivery, and evaluation of curriculum. Curriculum is broadly defined and includes purposes, methods, and organization of time, space and resources available in schools as well as consideration of content and strategy. Curriculum mapping, interdisciplinary inquiry, constructivist and activity curricula, culturally responsive curriculum, strategies for teaching and assessment will be explored and demonstrated throughout the course. Students will complete a curriculum development project that will be applicable to their individual settings in regular and special education settings.

**Conceptual Framework: “Preparing Caring, Reflective Teachers for a Changing World”**

The EMU Teacher Education program has chosen the theme “*Becoming teachers who teach boldly in a changing world through an ethic of care and critical reflection*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

**Master of Arts in Education Program Outcomes:**

**Scholarship:** to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

**Inquiry:** to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

**Professional Knowledge:** to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

**Communication:** to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

**Caring:** to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes restorative peacebuilding in diverse settings.

**Leadership:** to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

**Objectives** (M.A. Program Outcomes): Upon successful completion of this course, the student will be able to:

1. analyze & evaluate curriculum models (S)
2. articulate and design curriculum aligned with state, school, and division standards that addresses the needs of individual students. This includes consideration of: (S, I, PK, C, Ca, L)
  - a. integrated, interdisciplinary, content
  - b. discipline based content
  - c. individualized instruction
  - d. schedule
  - e. methods and materials
3. develop a model which includes a curriculum map and delineates: (S, I, PK, L)
  - a. learning expectations
  - b. learner outcomes
  - c. effective, efficient instructional strategies
  - d. culturally responsive components
  - e. assessment measures
  - f. appropriate resources
4. demonstrate knowledge of research-based instructional strategies (S, PK, Ca, L)
5. demonstrate varied assessment strategies to measure learner outcomes (S, PK, L)  
(Knowledge=1,2; Skills=3,4,5; Dispositions=3)

**Reference Texts and Readings:**

Pre-course reading as assigned.

Additional reading as assigned.

See attached list of resources.

**Course Requirements:**

Attendance (5%). As stated in the EMU Master of Arts in Education Handbook 2011-2012:

“Because of the interactive nature of graduate classes at EMU, we believe that candidates who miss class for the equivalent of six 50-minute periods or four 75 minute periods (300 minutes in a 3-semester hour course, 200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an “A” in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.” Please contact the instructor if any absence is anticipated.

Assigned Readings (5%). In preparation for class discussion you are expected to read pre-course and assigned readings. Additional outside reading on selected topics may also be expected. Daily activities and discussions should reflect this preparation.

Student Participation (20%). Students are expected to interact and conduct themselves professionally. Please turn off cell phones and email systems, and refrain from internet surfing during class sessions so you are able to participate with your whole heart, soul, and mind. At various points in the course, you are expected to function in a leadership capacity. This may involve such activities as giving a short presentation, or leading a discussion group (5%). Planning one opening activity and presenting a poster session are requirements during the class.

Opening Activity (5%): Select an activity, instructional strategy, or thought-provoking contribution in which to 'open' two sessions of the course; may be a 'tried and true' approach you have previously used.

Poster Session (10%): Discover a new instructional strategy applicable to your teaching that you have not previously used in your classroom. Design a poster to present on the last day of the course that explains the purpose of the strategy, a description of how/when the strategy is used, and a reference(s) according to APA 6<sup>th</sup> edition where further information can be obtained. Provide a brief handout of the information to give to your colleagues.

Curriculum Development Project (70%). The major assignment for this course is the development of a one-unit (10 lessons) curriculum project that is applicable to your particular setting. The project will include a narrative description, curriculum map, essential questions, research-based instructional strategies, culturally responsive components, multiple assessment methods, and a reference list. Due date: Friday, August 3, 2012 to EMU-Lancaster office or mail to the instructor.

**Evaluation:** Students will receive one grade for all components of the course based on the following criteria and grading scale:

Grade of A. Attendance at all sessions; initiative; clear evidence of planning and organization in group tasks; careful and reflective responses to assigned readings; a project that, in addition to including the requirements, shows evidence of breadth and depth of research, thought, and preparation. Deadlines met.

Grade of B. Attendance at most class sessions; active participation in group tasks; completion and response to assigned readings; completion of a project that includes all of the requirements and shows evidence of careful thought and preparation. Extra time required for completion.

Grade of C. Satisfactory completion of all requirements. Absences, little evidence of planning and organization in group tasks, incomplete or cursory reading of assigned materials. Assignments turned in late.

Below C. Failure to meet expectations in the course.

Grading Scale:

|             |      |
|-------------|------|
| 95-100 pts. | = A  |
| 91-94 pts.  | = A- |
| 88-90 pts.  | = B+ |
| 84-87 pts.  | = B  |
| 80-83 pts.  | = B- |
| 77-79 pts.  | = C+ |
| 72-76 pts.  | = C  |

**Final course grades will be submitted to myEMU by August 24, 2012. If you require a grade prior to this date, please inform the professor as soon as possible.**

**Academic Integrity:** EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty. For full policy see graduate program policies at <http://www.emu.edu/academics/graduate-programs/>.

**Special Accommodations Statement:** If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please inform the instructor of your needs.

### **Knowledge Base:**

The curriculum development ideas in this class rely heavily on materials and recommendations of the Association for Supervision and Curriculum Development (ASCD). Our program is informed by constructivist theory and we seek to help teachers appropriately guide their students' construction of knowledge.

We live in an era of standards and accountability and we also seek to help teachers navigate the storm of standards that separates knowledge into discrete bits, and high stakes testing that places stress on both students and teachers. The content knowledge which forms the curriculum maps that teachers will develop comes from the specialized professional associations as well as state standards.

### **Resources:**

The following is not a comprehensive list of resources. The expertise and breadth of experience of graduate students provides considerable knowledge as well and supplements this list. If you wish additional resource information, please ask the professor.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

Armstrong, D. G. (2003). *Curriculum today*. Upper Saddle River, NJ: Merrill Prentice Hall.

Armstrong, T. (2000). *Multiple intelligences in the classroom* (2nd ed.). Alexandria, VA: Association of Supervision and Curriculum Development.

Association for Supervision and Curriculum Development. (1999). *Curriculum mapping: Charting the course for content*. Alexandria, VA: Association of Supervision and Curriculum Development.

Banks, J. A. (1996). *Multicultural education, transformative knowledge, and action*. New York: Teacher's College Press.

Borich, G. D. (2000). *Effective teaching methods*. Columbus, OH: Merrill.

Brookhart, S. M. (2010). *Assess higher-order thinking skills in your classroom*. Alexandria, Virginia: Association of Supervision and Curriculum Development.

Carr, J. F., & Harris, D. E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association of Supervision and Curriculum Development.

Cavallo, J., Myers, C., & O'Donnell, M. (2004, February). Honoring student voice for academic achievement. *Middle Ground*, 7-9.

Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. New York: Teachers College.

- Cooper, J. M. (2003). *Classroom teaching skills* (7th ed.). Boston: Houghton Mifflin.
- Freiberg, H. J., & Driscoll, A. (2000). *Universal teaching strategies* (3rd ed.). Boston: Allyn and Bacon.
- Greenstein, L. (2010). *What teachers really need to know about formative assessment*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Henson, K. T. (2001). *Curriculum planning: Integrating multiculturalism, constructivism and curriculum reform*. Boston: McGraw Hill.
- Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum & assessment K-12*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African-American children*. San Francisco: Jossey-Bass.
- Lewin, L. (2001). *Using the Internet to strengthen curriculum*. Alexandria, VA: ASCD.
- Lewin, L., & Shoemaker, B. J. (1998). *Great performances: Creating classroom-based assessment tasks*. Alexandria, VA: ASCD.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Marsh, C. J., & Willis, G. (2003). *Curriculum: Alternative approaches, ongoing issues*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Martin-Kniep, G. O. (2000). *Becoming a better teacher: Eight innovations that work*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Miller, J. P. (1983). *The educational spectrum: Orientations to curriculum*. New York: Longman.
- Ornstein, A. C., & Behar-Hornstein, L. S. (1999). *Contemporary issues in curriculum* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.
- Posner, G. J., & Audnitsky, A. N. (2001). *Course design: A guide to curriculum development for teachers* (6th ed.). New York: Longman.
- Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Strickland, C. A. (2009). *Professional development for differentiating instruction*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Student directed learning: The Alpha Program: A middle school approach that works*. [Film]. (Available from Resource Center for Redesigning Education, 1-800-639-4122).
- Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Walsh, J. A., & Sattes, B. D. (2005). *Quality questioning: Research-based practice to engage every learner*. Thousand Oaks, CA: Corwin Press.
- Wiggins, G. (1989). The futility of trying to teach everything of importance. *Educational Leadership*, 47(3), 44-48, 57-59.
- Wormeli, R. (2005). *Summarization in any subject: 50 techniques to improve student learning*. Alexandria, VA: Association of Supervision and Curriculum Development.

## **TENTATIVE Sessions Outline (42 hours):**

### Monday, July 9, 2012

|                |                                                                 |
|----------------|-----------------------------------------------------------------|
| 8:00-9:15 a.m. | Session 1.1 Introduction to Course                              |
| 9:15-9:25      | Break                                                           |
| 9:25-10:40     | Session 1.2 Definitions of Curriculum & Instruction             |
| 10:40-10:50    | Break                                                           |
| 10:50-12:05    | Session 1.3 Curriculum Theory                                   |
| 12:05-1:20     | Session 1.4 (Working lunch) <b>Foldables/Graphic Organizers</b> |
| 1:20-2:35      | Session 1.5 Curriculum Metaphors                                |
| 2:35-2:45      | Break                                                           |
| 2:45-3:35      | Session 1.6 Teachers Bistro                                     |
| 3:35-3:45      | Break                                                           |
| 3:45-5:00      | Session 1.7 Summarization                                       |

#### Tuesday, July 10, 2012

|                |                                                            |
|----------------|------------------------------------------------------------|
| 8:00-9:15 a.m. | Session 2.1 Homework Show and Tell                         |
| 9:15-9:25      | Break                                                      |
| 9:25-10:40     | Session 2.2 Curriculum Mapping Workshop A                  |
| 10:40-10:50    | Break                                                      |
| 10:50-12:05    | Session 2.3 Introduction of Curriculum Development Project |
| 12:05-1:20     | Session 2.4 (Working lunch) <b>Letter to a Teacher</b>     |
| 1:20-2:35      | Session 2.5 Curriculum Mapping Workshop B                  |
| 2:35-2:45      | Break                                                      |
| 2:45-3:35      | Session 2.6 Teachers Bistro                                |
| 3:35-3:45      | Break                                                      |
| 3:45-5:00      | Session 2.7 Differentiation                                |

#### Wednesday, July 11, 2012

|                |                                                                    |
|----------------|--------------------------------------------------------------------|
| 8:00-9:15 a.m. | Session 3.1 Homework Show and Tell                                 |
| 9:15-9:25      | Break                                                              |
| 9:25-10:40     | Session 3.2 Bloom's Revisited                                      |
| 10:40-10:50    | Break                                                              |
| 10:50-12:05    | Session 3.3 Questioning                                            |
| 12:05-1:20     | Session 3.4 (Working lunch) <b>Elizabeth G. Cohen's Principles</b> |
| 1:20-2:35      | Session 3.5 Culturally Responsive Curriculum                       |
| 2:35-2:45      | Break                                                              |
| 2:45-3:35      | Session 3.6 Teachers Bistro                                        |
| 3:35-3:45      | Break                                                              |
| 3:45-5:00      | Session 3.7 Summarization of CRC                                   |

#### Thursday, July 12, 2012

|                |                                                                    |
|----------------|--------------------------------------------------------------------|
| 8:00-9:15 a.m. | Session 4.1 TESA (Teacher Expectations and Student Achievement)    |
| 9:15-9:25      | Break                                                              |
| 9:25-10:40     | Session 4.2 Teachers Bistro                                        |
| 10:40-10:50    | Break                                                              |
| 10:50-12:05    | Session 4.3 Complex Instruction                                    |
| 12:05-1:20     | Session 4.4 (Working lunch) <b>Poster Presentation Preparation</b> |
| 1:20-2:35      | Session 4.5 Complex Instruction Task                               |
| 2:35-2:45      | Break                                                              |
| 2:45-3:35      | Session 4.6 Computer Lab - Curriculum Development Project          |
| 3:35-3:45      | Break                                                              |
| 3:45-5:00      | Session 4.7 Computer Lab - Curriculum Development Project          |

#### Friday, July 13, 2012

|                |                                                                                |
|----------------|--------------------------------------------------------------------------------|
| 8:00-9:15 a.m. | Session 5.1 Homework Show and Tell                                             |
| 9:15-9:25      | Break                                                                          |
| 9:25-10:40     | Session 5.2 Assessment and Curriculum Alignment                                |
| 10:40-10:50    | Break                                                                          |
| 10:50-12:05    | Session 5.3 Curriculum Development & Learners: Alpha                           |
| 12:05-1:20     | Session 5.4 (Working lunch) <b>Curriculum Development Project Consultation</b> |
| 1:20-2:35      | Session 5.5 Poster Presentations                                               |
| 2:35-2:45      | Break                                                                          |
| 2:45-3:35      | Session 5.6 Course Summarization                                               |
| 3:35-3:45      | Break                                                                          |
| 3:45-5:00      | Session 5.7 Celebrating Teaching / T.O.Y. Awards                               |

## Curriculum Development Project

*The major assignment for this course is the development of a unit (10 lessons) curriculum project that is applicable to your particular setting. The project will include a narrative description, curriculum map, research-based instructional strategies, culturally responsive components, varied assessment methods, and references as per APA 6<sup>th</sup> edition. The intent of this assignment is to **re-conceptualize curriculum planning and to incorporate concepts, theories, activities, and strategies from this course into your curriculum planning. While the assignment might be a curriculum map reflecting what you are already doing, it should also demonstrate evidence of learning from this course.** (70%)*

### 1. Narrative Description (4-6 pp.)

#### a. The context of your teaching:

- i. Describe the school and community (use pseudonyms): # of students, age, cultural profile, academic profile, socioeconomic profile, etc.  
(<http://quickfacts.census.gov/qfd/index.html>)
- ii. Describe the students: grade, # in the class, age, cultural profile, academic profile, socioeconomic profile, etc.
- iii. Describe the learning environment: room arrangement, resources, interactions, etc.
- iv. Describe the organization and structure of the content: organization of instruction, length of class, instructional strategies, available resources/limitations, etc. Describe using language from this course (eg., transmission, transaction, transformation, etc.)

#### b. Planning for instruction:

- i. The subjects/content you teach:
  - Identify the grade level, subject/content, length of unit/lessons
  - List the outcomes aligned to SOLs/PSSAs/IEPs (or appropriate state/content standards)
- ii. List and describe a minimum of 10 research-based instructional strategies (a paragraph per strategy) listed in your curriculum map. In your description, defend these strategies as research-based by citing concepts from the course (differentiated instruction, questioning strategies, curriculum theorists, Gardner, Tyler, Bloom, Cohen, etc.). Incorporate some strategies that are new to you as a result of this course. Include in-text citations.
- iii. List and describe a minimum of 5 strategies of culturally responsive curricula (a paragraph per strategy) listed in your curriculum map. In your description, defend why and how your curriculum is culturally responsive. Incorporate some strategies that are new to you as a result of this course. Include in-text citations.
- iv. List and describe a minimum of 4 varied (informal or formal) assessments aligned with essential questions from your curriculum map. At least one of the 4 assessments should be a rubric which identifies criteria and includes descriptors for each criterion. Defend how the assessment aligns with the outcomes identified in the essential questions and/or the content/skills of the curriculum (a paragraph per assessment). Incorporate some strategies that are new to you as a result of this course. Include in-text citations.

2. **Curriculum Map** - Two word-processed curriculum maps:
- a. **A year/semester long curriculum map** of the course. May be a district document or syllabus.
  - b. **A unit curriculum map of the unit** (minimum of 2 weeks/10 lessons) selected for this project from the year/semester long curriculum map of the course, which includes these components of the Heidi Hayes Jacobs' model of curriculum mapping for each lesson (see Curriculum Map template):
    - i. **Essential Questions (approx. 3/unit)**
      - Broad, overarching questions for the unit
    - ii. **Day/Period/Time of Lesson**
    - iii. **Content/Skills**
      - Concepts/knowledge
      - Skills students will learn
    - iv. **Research-Based Instructional Strategies**
      - List at least ten instructional strategies in the curriculum map that will be utilized in the unit. Incorporate concepts, theories, activities, strategies from this course.
    - v. **Culturally Responsive Curricula Strategies**
      - List at least five approaches to culturally responsive curricula which may, or may not, be duplicated in the ten examples of instructional strategies. Incorporate concepts, theories, activities, strategies from this course.
    - vi. **Assessment Strategies**
      - List at least four examples of varied assessment strategies in the curriculum map that will measure student learning of the essential questions. Incorporate concepts, theories, activities, strategies from this course.
      - Include at least one rubric that includes specific criteria and indicators to be assessed, in grid format.

3. **References**

List a minimum of 5 resources consulted in your project according to APA 6<sup>th</sup> Edition format. See samples: <http://www.wisc.edu/writing/Handbook/DocAPAResources.html>  
<http://www.emu.edu/education/apa/>

**Evaluation** of the Curriculum Development Project is according to the attached rubric.

**NOTE: This project may NOT be submitted before the end of the course as it is expected that concepts from the entire course will be included in this project.**

**DUE DATE: Friday, August 3, 2012 to the EMU at Lancaster office or mail to the instructor at:**

Cathy Smeltzer Erb  
Eastern Mennonite University  
1200 Park Road  
Harrisonburg, VA 22802

Assignments will be returned to EMU at Lancaster. If you wish your assignment mailed directly to you, please submit a stamped, self-addressed envelope/box for the return of your assignment.

### Curriculum Development Project Rubric

|                                                                                                                                                                                  | <b>Exemplary<br/>3</b>                                                                                                                                                  | <b>Competent<br/>2</b>                                                                                                                                          | <b>Does Not Meet<br/>Expectations<br/>1</b>                                                                                                                                                             | <b>Score<br/>(Weight)</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>Narrative Description</b><br><b>- Context of Teaching:</b><br>1. Describes school, community<br>*(K)                                                                          | Explicit description of the number of students, age, cultural, academic, and socioeconomic profile, and thorough description of the community                           | Complete description of the number of students, age, cultural, academic, and socioeconomic profile, and description of the community                            | Incomplete or missing description of the number of students, age, cultural, academic, and socioeconomic profile, and brief description of the community                                                 | (__X 1 = __)              |
| 2. Describes students: grade, #, age culture, academics, socioeconomics, etc. (K)                                                                                                | Explicit description of the grade, number of students, age, cultural, academic, and socioeconomic profile.                                                              | Complete description of the grade, number of students, age, cultural, academic, and socioeconomic profile.                                                      | Incomplete or missing description of the grade, number of students, age, cultural, academic, and socioeconomic profile.                                                                                 | (__X 1 = __)              |
| 3. Describes learning environment: room arrangement, resources, interactions, etc. (K)                                                                                           | Explicit description of the room arrangement, resources, interactions, etc.                                                                                             | Complete description of the room arrangement, resources, interactions, etc.                                                                                     | Incomplete or missing description of the room arrangement, resources, interactions, etc.                                                                                                                | (__X 1 = __)              |
| 4. Describes organization/ structure of content: instruction, class length, instructional strategies, resources/ limitations, etc. (K)                                           | Explicit description of the organization of instruction, length of class, instructional strategies, available resources/limitations, etc.                               | Complete description of the organization of instruction, length of class, instructional strategies, available resources/limitations, etc.                       | Incomplete or missing description of the organization of instruction, length of class, instructional strategies, available resources/limitations, etc.                                                  | (__X 1 = __)              |
| <b>- Planning for Instruction:</b><br>5. Identify grade level, subject/content, length of unit/lesson (K)<br>Outcomes aligned with SOLs/PSSAs/IEPs/ standards and assessment (K) | Explicit description of the grade level, subject/content, length of unit/lesson; outcomes are clearly aligned to SOLs/PSSAs/IEPs and the assessment of student learning | Complete description of the grade level, subject/content, length of unit/lesson; outcomes are aligned to SOLs/PSSAs/IEPs and the assessment of student learning | Incomplete or missing description of the grade level, subject/content, length of unit/lesson; outcomes for some of the lessons are aligned to SOLs/PSSAs/IEPs and/or the assessment of student learning | (__X 1 = __)              |
| 6. Lists, describes, defends at least 10 research-based instructional strategies; citations and examples                                                                         | Detailed demonstration and defense of varied instructional strategies, grouping of students, and best practice for                                                      | Plans demonstrate and defend varied instructional strategies, grouping of students, and best practice for content                                               | Plans demonstrate incomplete or missing defense of varied instructional strategies, grouping of students, and best                                                                                      | (__X 3 = __)              |

|                                                                                                                                                                                                                                    |                                                                                                                                                                                            |                                                                                                                                                                               |                                                                                                                                                                                        |              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| provided. (D)                                                                                                                                                                                                                      | content instruction; citations and examples provided.                                                                                                                                      | instruction; some citations and examples provided.                                                                                                                            | practice for content instruction; citations and examples missing.                                                                                                                      |              |
| 7. Lists, describes, defends at least 5 culturally responsive approaches; citations and examples provided. (D)                                                                                                                     | Detailed demonstration and defense of culturally responsive curricula linked to instructional strategies; citations and examples provided.                                                 | Plans demonstrate and defend culturally responsive curricula linked to instructional strategies; some citations and examples provided.                                        | Plans demonstrate incomplete or missing defense of culturally responsive curricula within instruction; citations and examples missing.                                                 | (__X 3 = __) |
| 8. Lists, describes, defends at least 4 varied assessments aligned with essential questions/outcomes and/or content/skills; includes at least one rubric with criteria and descriptors noted; citations and examples provided. (D) | Detailed demonstration and defense of varied assessment strategies that are aligned with the outcomes; detailed rubric includes criteria and descriptors; citations and examples provided. | Plans demonstrate and defend varied assessment strategies that are aligned with the outcomes; rubric includes criteria and descriptors; some citations and examples provided. | Plans demonstrate incomplete or missing defense of varied assessment strategies or are not aligned with the outcomes; rubric is incomplete or missing; citations and examples missing. | (__X 3 = __) |
| <b>Curriculum Map</b>                                                                                                                                                                                                              |                                                                                                                                                                                            |                                                                                                                                                                               |                                                                                                                                                                                        |              |
| 1. Year/semester curriculum map (S)                                                                                                                                                                                                | Thorough; includes all required components                                                                                                                                                 | Includes all required components                                                                                                                                              | Incomplete, missing components                                                                                                                                                         | (__X 1 = __) |
| 2. Unit curriculum map:                                                                                                                                                                                                            |                                                                                                                                                                                            |                                                                                                                                                                               |                                                                                                                                                                                        |              |
| a. Day/Period/Time of Lesson (S)                                                                                                                                                                                                   | Specifically identified                                                                                                                                                                    | Evident                                                                                                                                                                       | Incomplete                                                                                                                                                                             | (__X 1 = __) |
| b. Essential Questions-3 per 10 lessons (S)                                                                                                                                                                                        | Sequential, overarching, conceptually broad                                                                                                                                                | Questions are evident                                                                                                                                                         | Too many; too specific or narrowly focused                                                                                                                                             | (__X 1 = __) |
| c. Content/Skills (S)                                                                                                                                                                                                              | Thorough list of concepts/skills to enhance student learning                                                                                                                               | Complete list of concepts/skills to enhance student learning                                                                                                                  | Incomplete list of concepts/skills; may not enhance student learning                                                                                                                   | (__X 2 = __) |
| d. Research-Based Instructional Strategies-at least 10 examples; reflects course concepts, theories, activities, strategies, aligned with essential questions. (S)                                                                 | Includes >10 research-based, varied practices to achieve student learning outcomes                                                                                                         | Includes 10 research-based, varied practices as described in narrative; most will achieve student learning outcomes                                                           | Does not include or reflect research-based approaches, varied approaches, and/or achieve student learning outcomes                                                                     | (__X 2 = __) |
| e. Culturally responsive curricula-at least 5                                                                                                                                                                                      | Includes >5 culturally responsive approaches to                                                                                                                                            | Includes 5 culturally responsive approaches as                                                                                                                                | Does not reflect culturally responsive curricula                                                                                                                                       |              |

|                                                                                                                                                                               |                                                                                                                                                                        |                                                                                                                                                                          |                                                                                                                                                              |              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| approaches; reflects course concepts, theories, activities, strategies, aligned with essential questions. (S)                                                                 | achieve student learning outcomes                                                                                                                                      | described in narrative; most will achieve student learning outcomes                                                                                                      | approaches to achieve student learning outcomes                                                                                                              | (__X 2 = __) |
| f. Assessments-at least 4 examples; include one rubric with criteria defined; reflects course concepts, theories, activities, strategies; align with essential questions. (S) | Includes >4 varied assessments aligned with essential questions; measure student learning; well-developed rubric in grid format with criteria and indicators specified | Includes 4 or fewer assessments as described in narrative; most align with essential questions and/or measure student learning; rubric specifies criteria and indicators | May not include varied assessments, alignment with essential questions, and/or measure student learning, rubric developed without criteria and/or indicators | (__X 2 = __) |
| <b>References</b><br>Lists minimum of 5 sources cited in project according to APA 6 <sup>th</sup> edition. (S)                                                                | Thorough, accurate APA format for all sources                                                                                                                          | Most sources included, cited throughout in correct APA format                                                                                                            | Citations missing and/or incomplete or inaccurate APA format                                                                                                 | (__X 2 = __) |
| <b>EMU Graduate Writing Standards - Content, Structure, Conventions, Style (S)</b><br>(see attached rubric)                                                                   | Meets EMU Writing Standards-Graduate Level 'A' Criteria                                                                                                                | Meets EMU Writing Standards-Graduate Level 'B' Criteria                                                                                                                  | Meets EMU Writing Standards-Graduate Level 'C' Criteria                                                                                                      | (__X 2 = __) |
| <b>Total</b>                                                                                                                                                                  |                                                                                                                                                                        |                                                                                                                                                                          |                                                                                                                                                              | <b>/87</b>   |

\*(K=Knowledge; S=Skills; D=Dispositions)

|                     |   |                     |   |             |
|---------------------|---|---------------------|---|-------------|
| <u>Rubric Score</u> | = | <u>Letter Grade</u> | = | <u>x/70</u> |
| 87-83               |   | A                   |   | 66.5-70     |
| 82-73               |   | A-                  |   | 63.7-66.4   |
| 72-63               |   | B+                  |   | 61.6-63.6   |
| 62-53               |   | B                   |   | 58.8-61.5   |
| 52-43               |   | B-                  |   | 56-58.7     |
| 42-33               |   | C+                  |   | 53.9-55.9   |
| 32-23               |   | C                   |   | 50.4-53.8   |
| <23                 |   | C-                  |   | 47.6-50.3   |

Comments:

**Writing Standards – Graduate Level** *(revised Spring 2012)*

| <b><u>Criteria</u></b>                                                                                                                                                                                                                                                                                                                               | <b><i>A excellent</i></b>                                                                                                                                                                               | <b><i>B good</i></b>                                                                                                                                                                                                                              | <b><i>C minimal expectations</i></b>                                                                                                                                                                                                            | <b><u>Comments</u></b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <b>Content</b><br><i>(quality of the information, ideas and supporting details.)</i>                                                                                                                                                                                                                                                                 | - shows clarity of purpose<br>- offers depth of content<br>- applies insight and represents original thinking                                                                                           | - shows clarity of purpose<br>- offers substantial information and sufficient support<br>- represents some original thinking                                                                                                                      | - shows clarity of purpose<br>-lacks depth of content and may depend on generalities or the commonplace<br>- represents little original thinking                                                                                                |                        |
| <b>Structure</b><br><i>(logical order or sequence of the writing)</i>                                                                                                                                                                                                                                                                                | - is coherent and logically developed<br>-uses very effective transitions                                                                                                                               | -is coherent and logically developed<br>-uses smooth transitions                                                                                                                                                                                  | -is coherent and logically (but not fully) developed<br>-has some awkward transitions                                                                                                                                                           |                        |
| <b>Rhetoric and Style</b><br><i>(appropriate attention to audience)</i>                                                                                                                                                                                                                                                                              | - is concise, eloquent and rhetorically effective<br>- uses varied sentence structure<br>-is engaging throughout and enjoyable to read                                                                  | - displays concern for careful expression<br>- uses some variation in sentence structure<br>-may be wordy in places                                                                                                                               | - displays some originality <u>but</u> lacks imagination and may be stilted<br>- uses little varied sentence structure<br>- frequently uses jargon and clichés<br>-uses generally clear but frequently wordy prose                              |                        |
| <b>Information Literacy</b><br><i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>                                                                                                                                                                                                              | - uses high-quality and reliable sources<br>- chooses sources from many types of resources<br>- chooses timely resources for the topic<br>- integrates references and quotations to support ideas fully | - uses mostly high-quality and reliable sources<br>-chooses sources from a moderate variety of types of resources<br>-chooses resources with mostly appropriate dates<br>- integrates references and quotations to provide some support for ideas | -uses a few poor-quality or unreliable sources<br>-chooses sources from a few types of resources<br>-chooses a few resources with inappropriate dates<br>-integrates references or quotations that are loosely linked to the ideas of the paper |                        |
| <b>Source Integrity</b><br><i>(appropriate acknowledgment of sources used in research)</i>                                                                                                                                                                                                                                                           | - cites sources for all quotations<br>- cites credible paraphrases correctly<br>- includes reference page<br>- makes virtually no errors in documentation style                                         | - cites sources for all quotations<br>- usually cites credible paraphrases correctly<br>- includes reference page<br>- makes minimal errors in documentation style                                                                                | - has sources for all quotations<br>- has mostly credible paraphrases, sometimes cited correctly<br>- includes reference page with several errors<br>-makes several errors in documentation style.                                              |                        |
| <b>Conventions</b><br><i>(adherence to grammar rules: usage, mechanics)</i>                                                                                                                                                                                                                                                                          | - uses well-constructed sentences<br>- makes virtually no errors in grammar and spelling<br>- makes accurate word choices                                                                               | - almost always uses well-constructed sentences<br>-makes minimal errors in grammar and spelling<br>- makes accurate word choices                                                                                                                 | - usually uses well-constructed sentences<br>- makes several errors<br>- makes word choices that distract the reader                                                                                                                            |                        |
| The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators). |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                 | <b><u>Grade</u></b>    |

## CURRICULUM MAP

Essential Questions:    1.  
                                     2.  
                                     3.

| Day/Class | Content/Skills | Assessment | Instructional / C.R.C. Strategies |
|-----------|----------------|------------|-----------------------------------|
|           |                |            |                                   |
|           |                |            |                                   |
|           |                |            |                                   |
|           |                |            |                                   |

\*denotes C.R.C. Strategies

| EDCI 501 Curriculum Map (Tentative) |                                                                                                                                                                                                     |                                                                                                                                                                                              |                                                                                                                                                                                                                          |                                                                                                                                                         |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day<br>(Time/<br>Unit)              | Essential Questions                                                                                                                                                                                 | Content/Skills                                                                                                                                                                               | Instructional Strategies                                                                                                                                                                                                 | Assessment/<br>Homework for Next Day                                                                                                                    |
| July 9                              | What do we mean by "curriculum"?<br>Why do we study curriculum?                                                                                                                                     | <ul style="list-style-type: none"> <li>Curriculum Defined</li> <li>Current theory and practice</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>Openings</li> <li>Course Requirements &amp; Details</li> <li>Gallery Walk</li> <li>Article Discussion</li> <li>Lecture/discussion</li> <li>Summarization strategies</li> </ul>    | <ul style="list-style-type: none"> <li>Directed reading</li> <li>Design a graphic organizer/foldable</li> <li>Summarization: Human Continuum</li> </ul> |
| July 10                             | How can curriculum mapping be a useful tool for teachers?<br>Which ideas (research), models, processes, and tools inform our study of curriculum?<br>How can technology assist the mapping process? | <ul style="list-style-type: none"> <li>Curriculum Mapping</li> <li>Curriculum Resources</li> <li>Specialized Professional Association Standards</li> <li>Differentiating Learning</li> </ul> | <ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>ASCD workshop</li> <li>Story: <i>This is where teaching gets real</i></li> <li>Video segment</li> <li>PowerPoint</li> <li>Synectic Summary</li> </ul> | <ul style="list-style-type: none"> <li>Write a letter: <i>The teacher I am....becoming</i></li> <li>Summarization: Synectic Summaries</li> </ul>        |
| July 11                             | What resources are available for curriculum development?<br>What makes a culturally responsive curriculum?                                                                                          | <ul style="list-style-type: none"> <li>Bloom's Revisited</li> <li>Questioning Strategies</li> <li>Current theory and practice</li> </ul>                                                     | <ul style="list-style-type: none"> <li>Letter</li> <li>Jigsaw</li> <li><i>How to Improve Your Questioning Techniques</i> Video</li> <li>Directed Reading</li> <li>Song</li> <li>Rotating Review</li> </ul>               | <ul style="list-style-type: none"> <li>Directed Reading of Cohen articles.</li> <li>Summarization: Rotating Review</li> </ul>                           |

| Day<br>(Time/<br>Unit) | Essential Questions                                                                                                                                                           | Content/Skills                                                                                                                                                                                                                                | Instructional Strategies                                                                                                                                                                                                                                                                        | Homework Assignment                                                                                                          |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| July 12                | <p>What are the principles of effective teaching and classroom management?</p> <p>How can effective teaching and assessment strategies be incorporated into my classroom?</p> | <ul style="list-style-type: none"> <li>• TESA</li> <li>• Complex instruction</li> <li>• Designing group work</li> <li>• Equitable treatments</li> <li>• Curriculum development &amp; learners</li> <li>• Computer assisted mapping</li> </ul> | <ul style="list-style-type: none"> <li>• Homework discussion</li> <li>• <i>Status Treatments for the Classroom</i> Video</li> <li>• Four Corners Working Groups</li> <li>• Metaphor activity</li> <li>• <i>The Alpha Project</i> video</li> <li>• <i>PMI</i></li> <li>• Computer Lab</li> </ul> | <ul style="list-style-type: none"> <li>• Preparation for poster presentation</li> <li>• Summarization: PMI</li> </ul>        |
| July 13                | <p>How will I apply effective strategies in my classroom?</p>                                                                                                                 | <ul style="list-style-type: none"> <li>• Curriculum Mapping</li> <li>• Assessment strategies</li> <li>• Poster presentations</li> <li>• Celebrating Teaching</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• Think pair share</li> <li>• Instructional strategy sharing</li> <li>• <i>Molder of Dreams</i> Video</li> <li>• Four S Brainstorming</li> <li>• Teacher of the Year</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>• Final preparation of curriculum map</li> <li>• Summarization: 4S Summary</li> </ul> |