

EDCI 501 Curriculum and Instructional Strategies 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 6th 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 6th 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

	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score (Weight)
Narrative Description - Context of Teaching: 1. Describes school, community *(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 = __)
- Planning for Instruction: 5. Identify grade level, subject/content, length of unit/lesson (K) 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 = __)
Curriculum Map				
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 = __)
References Lists minimum of 5 sources cited in project according to APA 6 th 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 = __)
EMU Graduate Writing Standards - Content, Structure, Conventions, Style (S) (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 = __)
Total				/87

*(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)*

<u>Criteria</u>	<i>A excellent</i>	<i>B good</i>	<i>C minimal expectations</i>	<u>Comments</u>
Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	

Source Integrity (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors - makes several errors in documentation style.	
Conventions (adherence to grammar rules: usage, mechanics)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - 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).				<u>Grade</u>