EDUC 5397 Curriculum Planning and Development
Face to Face - Summer 2015
(5 weeks)

University of St. Thomas
School of Education

Professor : Dr. Archie L. Blanson
E-Mail: blansoa@stthom.edu
Telephone Number: 281-948-0016
Place and Time: San Jacinto College Central, Pasadena, Tuesday, 5-9pm Room # C-2.212
For Assistance: UST Education Department: Ms. Thembi Williams, 713-525-3571; Malloy Hall UST IT Help Desk: 713-525-3544

REQUIRED TEXTS : No Textbook Required. You must bring laptop or ipad to every class. We will work on assignments in class.

All readings/articles can be found on BlackBoard under each respective Learning Module (LM)

GENERAL DESCRIPTION

EDUC 5397 Curriculum Planning and Development provides an overview of the curriculum planning and development process for classroom instruction.

THE INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM STANDARD (INTASC)

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. INTASC has developed model “core” standards for what all beginning teachers should know, be like, and be able to do in order to practice responsibly, regardless of the subject matter or grade level being taught. C.W. Post encourages its students to become aware of the standards and prepare at least two pieces of “evidence” indicating that they have met each of the 10 Core Standards.

INSTRUCTIONAL OBJECTIVES
• To develop an understanding of curriculum and assessment in philosophical, historical, psychological, social, and environmental contexts (INTASC 1)
• To identify and analyze instructional models and strategies that drive academic performance (INTASC 2,3,4)
• To grasp the connection between empirical research in curriculum, instruction, assessment, and evaluation and how this informs effective teaching practice (INTASC 1)
• To review instructional resources that support curriculum in today’s diverse K-12 classrooms and evaluate their strengths and limitations (INTASC 5,6,7,8)
• To design a curriculum unit of study anchored in several content areas and including literacy connections, standards, rubrics, technology, and assessment procedures (INTASC 3,4,6)
• To explore current debates, issues, and trends in curricular and assessment and evaluation reform (INTASC 1)
• To enhance your prospective leadership role as a teacher using major ideas in curriculum, instruction, assessment and evaluation in a variety settings (INTASC 9, 10)

STUDENT OUTCOMES
• Students will be able to understand and demonstrate the interrelationship among curriculum, instruction and assessment. (INTASC Standards 7, 8)
• Students will have reflected on the issues of teaching that are of greatest concern to them at this point in their development. (INTASC Standard 9)
• Students will understand the cultural component in their relationship to students, parents, and colleagues in international schools. (INTASC Standards 2, 3, 5, 7, 10)
• Through class participation, students will understand the importance of interacting with others in the class in a way which will encourage them in the future sharing of information, ideas and resources with colleagues in their schools. (INTASC Standards 9, 10)
• Students will understand and articulate how their own values drive their teaching.
• Students will leave having evaluated and weighed what they bring to teaching from their own characters and past experiences. They will demonstrate their ability to write a philosophy of education and of classroom management and discipline. (INTASC Standard 9)
• Students will understand their own learning and teaching styles, and be equipped to evaluate those of their students. (INTASC Standards 2, 3, 4, 7)
• Students will be able to conduct a parent-teacher conference and participate in a job interview. (INTASC Standards 9, 10)
• Students will understand the purposes behind educational testing, and their responsibilities in relation to children with special needs. (INTASC Standards 2, 3, 4, 8)
• Students will become familiar with the Primary Years Program of the International Baccalaureate Program and be able to design a unit and assessment in line with the PYP framework. (INTASC Standards 4, 6, 8)
• Students will have assessed and understood various grading systems and will create one that reflects their own academic values. (INTASC Standards 7, 8, 9)
• Students will have given thought to how their teaching and schooling need to change in order to prepare students for the future.
• Students will examine various ways to encourage collaborative work among students, and to promote inquiry and reflection among their students. (INTASC)

State/National/Professional Association Standards Guiding Course
Teacher Education Accreditation Council (TEAC): Principle One, Claim 1a: Facilitate the design and implementation of curricular and strategic plans that enhance teaching and learning.

The following essential questions align with the TEAC quality principle, guide the content and instruction, and serve as learning outcomes:
• Is the curriculum’s development based on sound educational theory (motivation and teaching and learning), emerging issues, principles of curriculum design, human development processes and legal requirements?
• How does the administrator in the school facilitate implementation and revision to ensure appropriate scope, sequence, content and alignment of curriculum?
• Is the curriculum appropriate based on the evaluation with use of student assessments to measure learning and ensure educational accountability?
• Does the curriculum promote problem solving, creative thinking and higher levels of cognitive engagement in its design and delivery?
• Does the administrator facilitate the use of technology telecommunications, and information systems to facilitate learning?

IDEA OBJECTIVES
• Gaining factual knowledge (terminology, classifications, methods, trends)
• Learning fundamental principles, generalizations, or theories
• Learning to apply course material (to improve thinking, problem solving and decisions)
• Developing specific skills, competencies, and points of view needed by professionals
• Developing creative capacities (writing, inventing, designing, etc.)
• Learning how to find and use resources for answering questions or solving problems
• Learning to analyze and critically evaluate ideas, arguments, and points of view

BLACKBOARD USE
This is a traditional delivery (face to face) course. We may, however, have 1 or 2 blackboard course meetings. Course announcements, documents, assignments, and email communications will be delivered online via Blackboard. Internet access is therefore essential.

COURSE REQUIREMENTS
The following assignments are required to have been accepted as master’s level work in order to receive at least a B- in this course. The professor expects all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student.

Attendance, Readings, Engagement & Professionalism
Each BB class is more than a meeting-- it is an exchange of thoughts and ideas. These types of exchanges lead to a course with energy and vitality. Students are expected to participate in discussions, posing interesting questions, and exhibiting a connection with course content. Excessive absence (ONE) and lateness, especially if unexplained, will result in administrative withdrawal. Thus, please make every effort to notify the instructor of any impending absence. Participation in BB forum discussions is required. Participation does not just mean posting in class. Its components include careful meaningful attempts to interpret what is being posted, discussed, active involvement, and critical thinking--in summary, informed and enthusiastic participation is essential to your success in this class.

Absence, which means students did not participate fully in the required LM will result in the renegotiation of this contract. After the first absence, the professor and student will have a conference to discuss the future of the student’s enrollment in this class. This conference is not a guarantee of staying in the class; the student is expected to keep abreast of the readings and other responsibilities of enrollment in this class. After the second absence, the student will be administratively withdrawn from the class. Again, if a student is absent more than once, the student will be administratively dropped from the course. If the time has passed when an administrative withdrawal can take place, unless students with one absence can be withdraw from the class, the grade for the class will be a failure. This is UST policy

Tardies/lateness
All LM will close on Sundays at 10:00 pm and the new LM will be opened on the Sunday at the time indicated. If you fail to post and/or be present for any of the course requirements, the LM will not be reopened. Failure to post, participate and/or show up to the LM will be considered an absence. The professor may take any action he thinks is just when a student is absent for two class sessions. I will not extend LM and discussion board times.
Course Evaluations
It is expected that each of you will complete an online course evaluation prior to the deadline at the end of the term. These evaluations help to determine course and teacher effectiveness. Your input is needed.

Blackboard Use
This is a total online BB course. All course announcements, documents, assignments, and email communications will be delivered online via Blackboard. Internet access is therefore essential.

Incompletes are given only at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences can postpone a final examination and/or project. Again, the final decision rests on the professor of record.

COURSE ASSIGNMENTS/EXPECTATIONS
All assignments will be written in APA style, using Word, double space, Times New Roman, and 12-point. Students will submit electronic original work of the assignment on the due day according to the schedule. The following assignments are required to have been accepted as master’s level work in order to receive at least a B in this course. The professor expects all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student.

ASSIGNMENTS
1. BB Participation/attendance (20%). Your 20% will be based on how well you participate in BB and the thoughtful contributions made as well as whether you were online to participate. For each incomplete LM, 5 points will be deducted from your overall final grade unless prior arrangements have been made with the professor. A prior arrangement does not mean you emailed me on the due date but rather an actual conversation has taken place.

RUBRIC FOR CLASS PARTICIPATION-20%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>D</td>
<td>Student participates occasionally, misses some classes without making up work, does not submit all journal entries. Thinking in class tends to be rote or superficial. Student does not appear to question self or others. Shows little sign of growth in thinking throughout course of the class.</td>
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<td>C</td>
<td>Student participates on a fairly regular basis, contributes to class group work, misses some classes but turns in journal regularly and makes up most work. Student makes some attempt to ask questions of self and others, remain open to changing and growing through time in the class.</td>
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<tr>
<td>B</td>
<td>Student participates regularly, is an active contributor to class group work, misses few classes, but makes up all work, turns in journal regularly. Student is reflective, asks questions of self and others, questions “received wisdom”.</td>
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<tr>
<td>A</td>
<td>Student participates regularly and enthusiastically, is an active contributor to group work, misses few classes, makes up all work immediately, turns in journal regularly. Questions and reflections show deep thought, the ability to look below the surface, juggle the complexities of situations encountered in class discussions, and remain open minded about ideas of others.</td>
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2. Curriculum Planning and Development Project. See attachment for further details.
EVALUATION/GRADING

Class assignments:

- Learning Groups/Class Discussion: 20%
- Cap stone project: 80%

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<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>83-85%</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
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<td>C+</td>
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<tr>
<td>C</td>
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<td>73-75%</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
</tr>
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</table>

Grading and Point Equivalents

- A = 4.0 Unusual and superior achievement
- A- = 3.7
- B+ = 3.3 Satisfactory achievement
- B = 3.0
- B- = 2.7 Below standard
- C+ = 2.3
- C = 2.0
- C- = 1.7 Unsatisfactory
- D+ = 1.3
- D = 1.0
- F = 0.0 Failure

PEDAGOGY

The professor believes students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally significant. In addition, the professor believes life experiences brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course. The role of the professor is to come to class prepared and to facilitate conversation, pace the class, and keep the conversation on topic. The role of students is to come to the table having completed and pondered the readings in order we can have a scholarly conversation with their classmates and professor and can integrate the readings with their professional lives and lived experiences.

GENERAL INFORMATION FOR SUCCESS IN THIS CLASS

Community of Learners

As a community of learners at UST, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an UST degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. We can agree to disagree but we will appreciate and respect one another.

Academic Misconduct

All work completed for this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials) or copying or borrowing heavily from another student’s work will fail.
**this class.** The university holds Academic Misconduct as a serious and punishable infraction. **Plagiarism** is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will cause a student to fail the course and can lead to steps of dismissal from this class or UST. When writing any paper, reference information, websites, books, etc. If a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students must cite themselves if they copy from another paper that they have written. Plagiarism is a violation of integrity.

Copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while writing. Master’s Level Work requires integration of information. Drawing from one source, then another source, etc. is not Master’s Level Work.

Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted. Students who engage in plagiarism will be failed for this course and possible dismissal from the School of Education is left to the discretion of the professor.

Things to keep in mind:

- In all written work, unless otherwise noted, should be word-processed according to the standards referenced in the *Publications Manual of the American Psychological Association, 6th Edition* (APA) (i.e., double-spaced, one-inch margins, 12 pt fonts, cover page, paginated, Times, etc.) and conforming to the conventions of formal standard English grammar, usage, and sentence structure. **All assignments not proofread will** be penalized with point deductions. A condensed version of most commonly used APA styles can be retrieved from [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html).

- While the content of your writing is the most important consideration, proper formatting can make it easier for your instructors to read and understand your writing. Please follow these formatting guidelines, unless otherwise directed by your instructor:
  - Papers should be word processed.
  - Your name, the course title/number, and the date should be written in the upper right hand corner, single-spaced. Do not add an additional title page.
  - Center the title two lines below the date. (A title may be optional.)
  - The body of the paper should be double-spaced.
  - The top and bottom margins should be 1 inch, and the right and left can be 1.25 inches. These are the default margins in Microsoft Word.
  - Use a 12-point font that is clear and easy to read, such as Times New Roman. Script or cursive fonts are difficult to read and will not be accepted.
  - Insert the page number in the upper right hand corner, beginning on the second page.
  - If any of the content of the paper is taken from a source (textbook, website, journal article, etc.) properly site the source both in the text and in the bibliography using APA style. You may use a handbook (i.e. from *Writing for Thinking*) or this website: [http://webster.commnet.edu/apa/apa_index.htm](http://webster.commnet.edu/apa/apa_index.htm)
  - Professional editing and proofreading are expected. Papers should be written in standard English and free of grammatical, punctuation, spelling and other editing issues. Papers with frequent mechanical issues may not pass, regardless of content.
  - If the assignment calls for you to write 2-4 pages, writing 1 1/2 pages will not be sufficient, and even a scant two pages may not suffice. A paper which does not meet minimum page length is likely to fail. Do not attempt to “increase” the length of your paper by altering margins, font size, etc.

- Students are expected to attend all scheduled BB classes and be prepared for full participation. In order to participate, the student must complete all assigned readings, reflections, and assignments AND be logged in to BB on the week indicated;

- All modules will be opened and start on Sunday and will be closed the following Sunday at 10:00 pm. Hence, late submissions risk **not** being accepted or graded. All assignments must be submitted via email. If technical difficulties hinder the timely submission of an assignment, the professor should be notified (via e-
mail) immediately and the assignment emailed as soon possible. Any document should have your last name and identification of assignment (i.e. blansonCurriculumguide);

**LANGUAGE DIVERSITY**

The University of Saint Thomas values the speaking of more than one language. The Masters programs at the University of Saint Thomas are especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with students for whom English is not their first language. The Tutoring Center is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through this course and the Master of Education Program.

**RETENTION**

For retention in EDUC 5397 Curriculum Planning and Development and the School of Education at the University of Saint Thomas “candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Catalog 2006-2008, p. 4)

This class functions on the **honor system**. Students are expected at all times to meet the requirements of the honor system. The professor has the discretion to fail students who violates the honor system.

**Integrity** is the most important quality for success in this class and in the School of Education at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies students become familiar with and practice at all times the Codes of Ethics of their professions.

Professionals perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course or dismiss from this course students who violate their integrity. Dismissal is not limited to academic dishonesty and plagiarism.

**Plagiarism** is taking credit for any thought, idea, written or spoken work that does not come from the student. When writing any paper, reference information, websites, books, etc., if a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students are required to meet the standards explained in the APA Manual (2010) regarding avoiding plagiarism.

Copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while writing. Master’s Level Work requires integration of information.

**Plagiarism is a serious offense that will result in students’ failing the course, being dismissed from the School of Education as well as from UST.**

Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted. Students who engage in plagiarism will be dismissed from the School of Education as well as the University.

**AMERICANS WITH DISABILITIES ACT**
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations.

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students contact the professor immediately if they have needs. All information is confidential. Students can see the professor before or after class or request another time to discuss any matters. Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. In addition, students with special needs will contact the Office of Counseling Services for Students with Special Needs by calling 713-525-3162 or 6953. The accommodations will become official when the professor received word in writing from the officer in charge of ADA compliance.

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**TOPICAL OUTLINE**

Our class is a face-to-face class. However the corresponding online modules are added here to help you prepare and study course materials. Additional assignments may be given from this material.

Subject to change on short notice

***These readings are expected to have been completed at the time class begins.

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<thead>
<tr>
<th>Topical Outline: subject to change on short notice as some topics may take longer than expected</th>
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<td>Learning Module</td>
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|        | 2. Read article on "Curriculum Design."
|        | 3. Read article on "50 Education Technology Tools all Teachers Should Know."
|        | 3. Submit writing reflection after initial post by Sunday evening, 10pm. |
| LM9    | Week 3 | June 9th |
|        | 1. Submit writing reflection after initial post by Sunday evening, 10pm. |
| LM10   | Week 3 | June 9th |
|        | 1. Submit your fifth of the Capstone Project by no later than at the end of class period |
| LM11   | Week 4 | June 16th |
|        | 1. Read the article “Curriculum Development/Models.” |
|        | 2. Submit writing reflection after initial post by Sunday evening, 10pm. |
| LM12   | Week 4 | June 16th |
|        | 2. Submit your draft of the Capstone Project by no later than at the end of class period |
| LM13   | Week 5 | June 23rd |
|        | 1. Read the chapter “Assessment & Evaluation” |
|        | 2. Submit writing reflection after initial post by Sunday evening, 10pm. |
| LM14   | Week 5 | June 23rd |
|        | 1. Submit your final document of the Capstone Project by no later than at the end of class period |
| Finals | NA    |        |
EDUC 5397 Curriculum Planning & Development Project
BROKS COUNTY CURRICULUM
Aligned to the 2015 TEXAS STAAR Curriculum Content Standards

BROOKS COUNTY CURRICULUM

Vision-1
Due: Week 1

Educational Philosophies-2
Due: Week 1

Aims, Goals, Objectives-3
Due: Week 2

Curriculum Approaches-4
Due: Week 2

Curriculum Design-5
Due: Week 3

Curriculum Development-6
Due: Week 4

Technology-infused throughout lesson plans

Assessment/Evaluation-7
Due: Week 5

Date Created: Summer 2015

C&I Specialist: Your Name
### Vision-Due: Week 1

Here you will write your school’s vision for the district, future, etc. Please refer to your article, power point and notes on the tenants your vision should have for your creation and development of your specified curriculum.

Example Vision Statement, but should not be copied nor used but generate your own.

Our vision is to provide a happy, caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can make their best contribution to society.

[Name of School District] is a place where: everybody is welcomed and you are not alone, we [work, learn, achieve...together, we respect and care for everyone and everything around us.

[Name of School District] sets high standards of learning and celebrates the achievements of each child.

[Name of School District] is a place where everyone is different and has importance.

### Educational Philosophy-Due: Week 1

In this section, you will explain which Educational Philosophy(ies) best aligns with you as the curriculum writer and that of your content area. The four to select from are as follow: Perennialism, Essentialism, Progressivism, and Reconstructionism. You may have more than one as we all ascribe to different philosophies. You are to explain your rationale as to why you selected said philosophy and provide a concrete, concise and well articulated rationale forming the basis for your curriculum creation and development.

**Please refer to your handouts, power point and lecture notes before writing**

### Aims, Goals and Objectives- Due: Week 1

In this section, you will explain what your aims, goals and objectives are for the development of this curriculum. Remember to distinguish what each of the concepts mean by stating them from general to more specific. You will speak on what is the Aims of this curriculum development as well as what your overall goals are to be not only from creating and developing the curriculum but what you want students to accomplish in the end. You will articulate this as well when discussing your objectives for this curriculum development.
Curriculum Approaches- Due: Week 2

Six different types of approaches from your readings, powerpoints and lecture notes will be viewed. You are then to write and explain which approach(es) your curriculum development will take. Which approach(es) best describe the nature of your curriculum? Again, you may have a couple or a few of the approaches guiding your curriculum. You are to provide a rationale as to which ones you have selected by articulating why these approaches are vital and necessary for your curriculum development. The six different approaches are as follow: Behavioral, Managerial, Systems, Academic, Humanistic, and Reconceptualist.

Curriculum Design/Technology- Due: Week 5

In this section, you have two tasks. First, you will speak on whether your curriculum will consist of a Subject-centered design, a Learner-Centered design, or a Problem-centered design one. Your curriculum may be a combination of one, two or all three. Be sure to explain each one selected by providing detail and thorough explanation. Second, you will speak on the list provided, 50 Education Technology Tools Every Teacher Should Know About, and how you will integrate technology for the 21st Century learner into your lesson. This does not mean you simple list the tools, but after careful consideration and thorough analysis, you will explain and provide a rationale for the tool(s) you have selected. Technology is a vital and essential tool for today’s and tomorrow 21st Century learner as well as for the teacher keeping abreast of the latest technology(ies) out there to enhance teaching and learning.

Curriculum Development/Models- Due: Week 4

As part of the curriculum development/models out there, you will address which best fits your curriculum creation from the following: Describe the different models in planning for a curriculum. Explain the major features of your model for your project. Select from the Technical-Scientific, Tylers, Nontechnical-nonscientific or Tabas or a combination, Saylor & Alexander Model, the Macdonald Model, Zais Eclectic Model, the Parallel Curriculum Model. Once again, you will thoroughly explain which model(s) you selected and provide a rationale. In any given curriculum, the possibility of using all three models is standard and a given.

Assessment/Evaluation- Due: Week 5

Many different types of assessment/evaluation exists. Of the many available in the article provided,
you will select from the list which ones you are most likely to use and why. You are also to speak on how you will use the Scientific and Humanistic approaches to evaluation. Keep in mind the differences between assessment and evaluation and ensure you use the terms correctly and not haphazardly.

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**BROOKS COUNTY SCIENCE CURRICULUM**

**Earth Science: Nature of Living Organisms**

**Content Area:** Science  
**Unit Title:** The Nature of Living Organisms  
**Grade Level:** 6 grade  

**Unit Summary:**
This unit is designed to give students a clear understanding of how scientific thought is used by focusing on life's building blocks and characteristics. Students will explore the foundations of scientific process and thought, the building blocks of life, and the characteristics of living things.

**Primary interdisciplinary connections:**
Infused within the unit are connections to the 2015 STAAR for Mathematics, Language Arts Literacy, Science, SS, Technology and other areas.

**21st Century Themes/Technology Standards/Connections:**
The unit will integrate the 21st Century Life as espoused by ISTE. They include but are not limited to the following: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication.  

<table>
<thead>
<tr>
<th><strong>Learning Targets</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Standards</strong></td>
</tr>
<tr>
<td>This unit will assimilate the four strands of the Science Practices Standard 5.1. These include: understanding scientific explanations, generating scientific evidence through active investigations, reflecting on scientific knowledge and participating productively in science.</td>
</tr>
</tbody>
</table>

**CONTENT STANDARDS LINK:** [http://tea.texas.gov/curriculum/teks/](http://tea.texas.gov/curriculum/teks/)

<p>| STAAR | Objective |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>112.16(b) (10) (A)</td>
<td>Represent and explain the relationship between the structure and function of each class of complex molecules using a variety of models</td>
</tr>
<tr>
<td>112.16(b) (10) (B)</td>
<td>Demonstrate the properties and functions of enzymes by designing and carrying out an experiment</td>
</tr>
<tr>
<td>(112.16 (b)(10)(C)</td>
<td>Cite evidence that the transfer and transformation of matter and energy links organisms to one another and to their physical setting.</td>
</tr>
<tr>
<td>(10) (A)</td>
<td>Use mathematical formulas to justify the concept of an efficient diet.</td>
</tr>
</tbody>
</table>

### Unit Essential Questions

- What is science?
- How do we find explanations for events in the natural world?
- How does structure relate to function in living systems from the organismal to cellular level?
- What is the matter in organisms made of?
- What are the properties of certain compounds found in living things and how do we use them?
- What controls the activities in the cell?

### Unit Enduring Understandings

*Students will understand that...*

- Science is an organized way of gathering and analyzing evidence about the natural world.
- Biology is the study of life.
- Society can limit the application of scientific ideas, especially if new scientific ideas conflict with prevailing cultural beliefs.
- Living systems, from the organismal to the cellular level, demonstrate the complementary nature of structure and function.
- Certain compounds/molecules have unique properties that make them suitable for life.
- Chemical reactions drive cell activities.

### Unit Objectives

*Students will know...*

- Vocabulary and key terms related unit.
- Goals of science
- Procedures at the core of scientific methodology
- Scientific attitudes generate new ideas
- Relationship between science and society
- Characteristics that living things share
- Central themes of biology
- Different approaches to studying science
- Importance of the universal system of measurement
- Tables and graphing
- Laboratory safety procedures
- Essential laboratory equipment
- The three subatomic particles in atoms
- Identify the six elements most common to biological organisms: carbon, hydrogen, oxygen, nitrogen, phosphorus and sulfur.
- How isotopes are similar and different
- How compounds are different from their compound elements

*Students will be able to...*

- State the goals of science.
- Use scientific methodology to solve a problem.
- Evaluate scientific evidence.
- Identify the characteristics of living things
- Understand how the themes of biology unify all biological studies.
- Identify the significance of using the metric system.
- Correctly make metric conversions.
- Interpret and construct table and graphs that illustrate scientific findings.
- Follow correct procedures for use of scientific apparatus.
- Appropriate techniques for all laboratory situations.
- Follow protocol for identifying and reporting safety problems and violations.
- Understand, evaluate, and practice safe procedures for conducting science investigations.
- Describe the relationship between atomic structure and the molecular basis of life
- Compare ionic and covalent bonds.
- Two main types of chemical bonds
- Unique properties of water
- Difference between acids and bases
- All organic compounds contain carbon
- Functions of each of the four groups of macromolecules essential for life
- Chemical reactions are the result of energy changes
- Roles of enzymes in living things

- Describe the structure of a water molecule.
- Describe how the polarity of water results in its ability to form hydrogen bonds and act as a universal solvent.
- Use the pH scale to identify acids and bases and predict the effects of pH levels on biological reactions.
- Model and provide functions of the four major organic molecules: lipids, proteins, carbohydrates, and nucleic acids.
- Determine how and why each major category of organic molecules is essential to life.
- Analyze and explain how cells carry out a variety of chemical transformations that allow the conversion of energy from one form to another, the breakdown of molecules into smaller units, and the building of larger molecules from smaller ones.
- Recognize that most chemical transformations are made possible by protein catalyst called enzymes.
- Conduct an experiment to demonstrate that the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.

First learning objective sample plan of the unit:

| BROOKS COUNTY SCIENCE CURRICULUM |
| Evidence of Learning |

**STAAR OBJECTIVE:** (state it here)

**ACTIVITY:** state what your activity will be to address the above stated objective/be clear and specific

**TECHNOLOGY:** state what type of technology you will use to enhance the lesson/you must have at least one mode of technology integration

**FORMATIVE ASSESSMENTS**

- Observation
- Homework
- Class participation

- DO-NOW
- Laboratories/Lab Reports
- Notebook
- Venn Diagrams/Graphic Organizers
- Writing Assignments

**SUMMATIVE ASSESSMENTS**
For additional ideas please refer to the following websites:
[http://gssd.ca/docs/student%20srvcs/Module2SummativeAssessmentStrategies.pdf](http://gssd.ca/docs/student%20srvcs/Module2SummativeAssessmentStrategies.pdf)

- Chapter/Unit Test
- Writing Assignments
- Presentations
- Laboratory Practical
- Unit Projects
- Mid-Term and Final Exams
- End of Course Biology

**MODIFICATIONS (ELLs, Special Education, Gifted and Talented)**
- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction
- Native language texts and native language to English dictionary
- Response to Intervention (RTI) [www.help4teachers.com](http://www.help4teachers.com) and [www.docstoc.com](http://www.docstoc.com), (search tiered lesson plan template
- Follow all IEP modifications/504 plan
- BE CLEAR WITH YOUR MODIFICATIONS!

**Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:**
- Textbook
- Laboratory manuals and equipment
- Science Websites
  - [http://www.sciencenetlinks.com](http://www.sciencenetlinks.com)
  - [www.biology.com](http://www.biology.com)
  - [http://strandmaps.nsdl.org/](http://strandmaps.nsdl.org/)
  - [www.thinkquest.com](http://www.thinkquest.com)
  - [www.teachersdomain.org](http://www.teachersdomain.org)

*resources will vary for each teacher depending on grade level and district

**Teacher Notes:** anything you want the reader to know

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Second learning objective sample plan of the unit:

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**FORMATIVE ASSESSMENTS**
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- Homework
- Class participation
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Third learning objective sample plan of the unit:

**BROOKS COUNTY SCIENCE CURRICULUM**

**Evidence of Learning**

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**FORMATIVE ASSESSMENTS**
- Observation
- Homework
- Class participation
- Venn Diagrams/Graphic Organizers
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