



**CIEE 3323 Curriculum for Intermediate Grades
Fall 2016**

CIEE 3323 is a required course for INS and EC-6 Certification.

College of Education, Department of Curriculum and Instruction

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Location of class: TEC 342

Course Description: As per the Conceptual Framework for Teacher Preparation at SHSU, this course designed to provide you with *instruction* based on *research*, which will help develop your professional *DISPOSITIONS*, *KNOWLEDGE*, and *SKILLS* to effectively develop curriculum for the elementary grades (K-6). These dispositions, knowledge, and skills will prepare you to effectively *PLAN* and *MODIFY* lesson plans, unit plans, or instructional plans as you work with and teach diverse learners. This course will help to prepare you for a career in the teaching profession. This course is an ACE (Academic Civic Engagement) course and service to the community is a major component.

IDEA Objectives: In this course, our focus will be on the following major objective (as assessed by the IDEA course evaluation system):

Essential: Learning to apply course material; developing specific skills/competencies/points of view needed by professionals in my field

Textbooks: Marzano, R.J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. ISBN #9781416605713.

Course Format: An emphasis is placed on the application of curriculum knowledge and skills and professional standards. Constructivist principles and ideas will be practiced in the course. Active involvement in class discussions, projects and assignments will enable you to develop an understanding of curriculum and effective instructional strategies used to improve student learning. Methods of instruction include but are not limited to problem-based-learning, inquiry/critical learning, cooperative learning, research skills, reflective and diagnostic approaches to curriculum development, teaching and learning.

Course Content:

1. **Analyze** and use EC-6 content TEKS to develop measurable learning objectives for lesson plans.

2. **Align** engaging instructional activities and authentic assessments to learning objectives of lesson plans based on EC-6 content TEKS.
3. **Use** technology to engage EC-6 students in the learning of lesson objectives (Based on ISTE student and teacher standards).
4. **Differentiate** instruction to address the needs of all learners through the development of effective and thorough lessons.
5. **Describe** the effectiveness of unit plan formats for EC-6 content and how to access and use various electronic lesson/unit plan formats employed by several COE partner districts

Course Requirements:

Late Assignment Policy:

- **NO LATE WORK WILL BE ACCEPTED.** All assignments need to be turned in on the due date. Do **not** e-mail me your assignments.
- Daily grades are given for class participation and in-class assignments. **These daily in-class assignments cannot be made up.**

Time Requirement and Attendance Policy:

- For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.
- **This course requires a 9 hour community engagement service project.**
- Regular and punctual attendance is required and will be documented every class period. Students are responsible for signing in every class period. **Failure to do so, even if present in class, will count as an absence.**
- As per University policy, candidates will not be penalized for three (3) hours of absence during the semester for *any* reason(s). This is equivalent to two (2) class periods. This class period absence should be used carefully for emergencies and illnesses. It is important that student's notify the professor via email (preferred) or phone call prior to, or on the day of, the absence regardless of the reason for the absence.
- **Each absence beyond the second absence will result in a 15 point reduction of your final grade in CIEE 3323 for each class missed.**
- I will only take responsibility for having handouts and materials at class on the day initially provided. If you are absent, be sure you have arranged for a classmate to obtain materials for you or see me during office hours.
- Any student who shows a pattern of coming in late or leaving early will be notified that continuation in this behavior will result in being counted absent and that procedures for being absent will be followed.

Community Service Project:

- The Academic Civic Engagement aspect of this course involves completing one service project. You must document 9 hours of service in the community and submit a reflection. Further explanation will be given in class.
- You will not only learn the knowledge and skills taught through this course, but also actively use them to help improve the learning opportunities of children in the community. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a future teacher.

Professionalism Policy:

- Professionalism is expected in the classroom and in the community. Students are expected to assist in maintaining an environment conducive to learning. Students are to treat faculty, classmates and other students with respect.
- If individual assignments possess a striking similarity to another student's work (from the present or past courses), penalty may be, minimally, the drop of one letter grade.
- **The use of cell phones for any reason (especially texting) is prohibited during class time and during work in the community. Internet usage (not course related) during class time is prohibited.**
- Attendance, punctuality, the quality of your interactions with classmates, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program. In this class, I will not only lecture, but will expect you to participate in classroom discussion and activities.

Technology Requirement:

- SHSU uses Microsoft 2010. Please upload Microsoft 2010 software to your computer if you have not already done so. Be prepared for problems with technology prior to due dates and/or presentations.

Student Interaction Policy:

- Communication with any public school student inside or outside school/community center is prohibited.
- Do NOT text, e-mail, or access student social networking pages.
- Do NOT call students on their cell phones or home phones.
- Do NOT give students rides or socialize with them or their families.

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs.

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix:

TOPICS/ OBJECTIVE(S)	COURSE ACTIVITIES/ASSIGNMENTS <ul style="list-style-type: none"> <i>Please note: A detailed explanation of each of the following activities can be found in the Course Requirements portion of this syllabus.</i> 	MEASUREMENT	STANDARDS ALIGNMENT
Analyze and use EC-6 content TEKS to develop measurable learning objectives for lesson plans.	Unpacking TEKS activity Small group discussions Bloom's Taxonomy Costa's Levels of Questioning	Discussions Observations Lesson Plan Team Unit Plan	SBEC: 1.1s; 1.3s; 1.4s; 1.6s; 1.10s NCATE: 1,2,3 ACEI: 1.0, 2.1,2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2,3.3, 3.4, 3.5, 4.0, 5.1 CF: 1,4 PPR: I,II,III
Align engaging instructional activities and authentic assessments to learning objectives of lesson plans based on EC-6 content TEKS.	Engage in small lesson plan study groups Alignment activity of lesson objectives, authentic assessment, and activities. Small group discussions Working on the Work/10 Design Qualities STAAR	Discussions Observations Best Lesson Plan Team Unit Plan Stars Align Activity	SBEC: 1.1s; 1.3s; 1.4s; 1.6s; 1.10s NCATE: 1,2,3 ACEI: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2,3.3, 3.4, 3.5, 4.0, 5.1 CF: 1,4 PPR:I,II,III,IV
Use technology to engage EC-6 students in the learning of lesson objectives (Based on ISTE student and teacher standards).	Review & critique of various educational websites and programs. Small group discussions	Website Resources Technology Lesson Plan Team Unit Plan Discussions	SBEC: 1.1k, 1.2k, 1.1s, 1.2s, 1.3s, 1.4s, 1.6s, 1.13s, 1.16s1.1k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s,1.6s, 1.7s, 1.8s, ISTE: 3.c, 3.d, 6.a, 6.b, 6.c, 6.d NCATE: 1, 2, 3 ACEI: 2a, 3e CF: 1,2,5 PPR:I,III,IV
Differentiate instruction to address the needs of all learners through the development of effective and thorough lessons.	Engage in small lesson plan study groups TEKS and assessment activity Small group discussions	Discussions Observations Best Lesson Plan Team Unit Plan	SBEC: 1.1s; 1.3s; 1.4s; 1.6s; 1.10s NCATE: 1,2,3 ACEI: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2,3.3, 3.4, 3.5, 4.0, 5.1 CF: 1,4

			PPR:I,II,III,IV
Describe the effectiveness of unit plan formats for EC-6 content and how to access and use various electronic lesson/unit plan formats employed by several COE partner districts.	Engages in small group discussions on unit plan formats after accessing district websites TEKS and assessment alignment activity Small group discussions	Discussions Observations Presentation Team Unit Plan Electronic Lesson Plan Format Discussions/Evaluations	SBEC: 1.1s; 1.3s; 1.4s; 1.6s; 1.10s NCATE: 1,2,3 ACEI: 1.0, 2.1,2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2,3.3, 3.4, 3.5, 4.0, 5.1 CF: 1,4 PPR: I,II,III,IV

Program specific URL address for ***Specialty Program Association (SPA) standards:***

Association for Childhood Education International (ACEI) [Elementary Education Standards](#)

International Society for Technology in Education (ISTE) [National Education Technology Standards \(NETS-T\)](#)

Texas State Board of Educator Certification (SBEC) [Pedagogy and Professional Responsibilities \(PPR\) \(EC-12\) Standards](#)

State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

Course Evaluation: IDEA Evaluation System

Expectations: Note: *The course instructor may alter the course assignments/schedule as necessary to enhance teacher candidate learning. Any changes will be announced in a timely fashion to candidates.*

2 Journal Article Reflection Papers – 100 points (50 points each)

You will complete two journal article reflection papers related to the textbook.

Lesson Design: When Stars Align – 50 points

When stars align, they form constellations (pictures). This is the same in lesson design. Activities that are isolated don't form to create a clear picture for our students. For this project, you will choose a Science TEKS and list activities students will do along their way to the end product.

Lesson Plan – 100 points

You will work throughout the semester creating, revising and refining your lesson plan to include information learned in class. You will submit your final lesson plan towards the end of the course.

Curriculum Team Unit Plan/Presentation – 200 points

You will be assigned to a Curriculum Writing Team. Your task will be to create an exciting, project-based unit (5 days) centered on 1 specific content TEKS and convince the Curriculum Director that your plan is the best curriculum plan for the students in the district. Your team will present your unit using technology.

Why Me? – 50 points

SHSU Career Services offers a variety of programs and services to assist you. After participating in an in-class seminar covering a variety of their services, you will complete a mini-project to help prepare you for the next step in your quest to becoming a teacher.

Professionalism (Attendance, Participation, Professionalism) – 50 points

You are expected to attend all class sessions, participate in class discussions/activities and adhere to professionalism policy - **there are no make-ups for these.**

Academic Civic Engagement (ACE) Service Project/Reflection Paper – 50 points

The Academic Civic Engagement aspect of this course involves completing one service project. You must document 9 hours of service and submit a reflection.

Learning Opportunities and Assignment	Points
2 Journal Article Reflection Papers (50 points each)	100
Lesson Design: When Stars Align	50
Lesson Plan	100
Curriculum Team Unit Plan/Presentation	200
Why Me?	50
Professionalism (Attendance and Participation)	50
Service Project Completion and Reflection Paper	50
TOTAL OF POINTS	600

Grading Scale:

600-540 points	A
539-480 points	B
479-420 points	C
419-360 points	D
359 points or lower	F

- **Check BLACKBOARD and your E-MAIL account regularly.** I often send comments, clarifications, and messages through e-mail. On Blackboard, I post announcements, updates, assignments, documents, any take-home tests, etc.
- Failure to demonstrate professional behavior and dispositions may result in a grade of “F” for the course. This includes plagiarism or any other form of academic dishonesty.
- All out of class work is graded on content, professional language usage, grammar, punctuation, and spelling. All out of class assignments should be typed unless specified by the professor or approval by professor prior to assignment due date.
- The professor may not evaluate out of class written assignment with consistent errors of professional language, language usage, spelling, grammatical, or punctuation. **As a future educator, you are expected to write professionally and proficiently with correct spelling, grammar, sentence structure, and punctuation.**

Papers turned in must comply with the following:

1. Papers must be typed in a 12-point, clear font. No handwritten papers will be accepted.
2. Please use spell/grammar check. Always proofread before you turn in work!
3. Follow the recommended length and format.
4. Staple pages together.
5. Please utilize the SHSU Writing Center. Their help can save you time!

Bibliography:

- Bransford, J.D., Brown, A.L. , & Cocking, R.R. (1999). *How people learn: Brain, mind, experience and school*. Washington, DC: National Academy Press.
- Carroll, J.A. & Witherspoon, T.L. (2002). *Linking technology and curriculum*. Upper Saddle River, NJ: Prentice-Hall.
- Jacobs, H. H. (Ed). (1989). *Interdisciplinary curriculum: Design and implementation*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schlechty, P. C. (2002). *Working on the work: An action plan for teachers, principals, and superintendents*. San Francisco: Jossey-Bass.
- Slavin, R. E. (1986). *Student team learning: An overview and practical guide*. Washington, DC: National Education Association.
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