



**CIEE 3323 CURRICULUM FOR INTERMEDIATE GRADES,
Fall, 2017**

*CIEE 3323 is a required course for IDS PROGRAM AND EC-6
CERTIFICATION.*

College of Education, Department of CURRICULUM AND INSTRUCTION

Instructor: Dr. Andrey Koptelov, *Assistant Professor Curriculum & Instruction*
Teacher Education Center # 247
P.O. Box 2119/SHSU Huntsville,
Texas 77341
Phone: (936) 294-1143 / Fax: (936) 294-1140
axk022@shsu.edu
Office hours: After class and by appointment

Class Format: This is a face to face course. 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.

Day and time the class meets: Monday 5:00 pm - 7:50 pm

Location of class: THE WOODLANDS CENTER 00215

Course Description: Curriculum for Intermediate Grades will prepare teacher candidates to analyze and plan EC-6 content using the Texas Essential Knowledge and Skills. For those seeking EC-6 and 4-8 certification only. Prerequisite; Junior Standing and ECHE 2313, ECHE 2315, CIEE 3374, SPED 2301. Must be completed before content methods. Credit 3.

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

Course Objectives: The following objectives will be met during this course:

Standards 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 Vygotsky's ZPD Theory	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
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 Developing and analyzing Assessments STAAR	Discussions Observations Best Lesson Plan Team Unit Plan When Stars Align Project	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
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. Developing technology based materials for instruction and assessments Small group discussions and presentations	Website Resources Technology tools Lesson Plan Team Unit Plan Discussions Presentations	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

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 activities 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
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 activities 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

Standards Cited (Follow links below for Standards related specifically to this course):

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=5830&menu_id2=794

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

Essential: Developing specific skills/competencies/points of view needed by professionals in my field

Important: Acquiring skills in working with others as a member of a team

Course/Instructor Requirements:

Late Assignment Policy:

- **Late assignment policy**

Assignments are due at midnight on the established due dates. There will be a point deduction of 30% of total points for that assignment if turned in within first 24 hours after due date. After that, I will not accept late assignments.

- 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.**

Technology Requirement:

- SHSU uses Microsoft 2016 or later. Please upload Microsoft 2016 or later 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.
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- Do NOT call students on their cell phones or home phones.
 - Do NOT give students rides or socialize with them or their families.
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Course Outline

2. **Analyze** and use EC-6 content TEKS to develop measurable learning objectives for lesson plans.
3. **Align** engaging instructional activities and authentic assessments to learning objectives of lesson plans based on EC-6 content TEKS.
4. **Use** technology to engage EC-6 students in the learning of lesson objectives (Based on ISTE student and teacher standards).
5. **Differentiate** instruction to address the needs of all learners through the development of effective and thorough lessons.
6. **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.
7. **Develop** Curriculum unit including at least 5 lessons with all of the instructional strategies, assignments, technology, instructional materials, and assessments

Course Expectations and Schedule:

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.

Wiki/Home Page – 50

You will create a Wiki about yourself.

Two Reading Logs Papers – 50 points (25 points each)

You will write at least 2 reading logs related to the topics in the textbook or article provided.

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 – 50 points

You will work creating, revising and refining your lesson plan to include information learned in class.

Technology tolls for assessment -100 points

You will develop and present technology based activities for students assessment

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 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.

Professionalism (Attendance and Participation) – 50 points

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

Learning Opportunities and Assignment	Points
Wiki/Home Page	50
2 Reading Log Papers on Textbook or Article	25/25 Total 50
Lesson Design: When Stars Align	50
Lesson Plan and Technology Tools for Assessment	50/100 Total-150
Curriculum Team Unit Plan/Presentation	150
Professionalism (Attendance and Participation)	50
TOTAL OF POINTS	500

Grading Scale:

500-440 points	A
439-380 points	B
379-320 points	C
319-260 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!

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #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](#)
 - [Technology during instruction: No technology use during instruction](#)
 - [Technology during exams: No technology](#)
 - [Technology in emergencies: Follow instructor guidelines to use technology in emergencies](#)
 - [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.](#)

Attendance:

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.
 - 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 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 allotted 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
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Course Expectations

Professionalism Policy:

- Professionalism is expected in the classroom. Students are expected to assist in maintaining an environment conducive to learning. Students are to treat faculty and classmates 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.**
- 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.

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.

Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Additional Resources will be provided.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.
