Sam Houston
STATE UNIVERSITY

CIEE 3323: CURRICULUM FOR INTERMEDIATE GRADES
SPRING, 2018

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

College of Education, Department of Curriculum and Instruction

Instructor: Leigh Anne Klawinsky
Adjunct Faculty, Curriculum & Instruction
lklawinsky@shsu.edu
Office Hours – by appointment, before or after class

Class Format: 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.

Class Day and Time: Monday/Wednesday 4:00-5:20

Class Location: TEC 340

Course Description: Curriculum for Intermediate Grades will prepare teacher candidates to analyze and plan EC-6 and 4-8 content using the Texas Essential Knowledge and Skills. For those seeking EC-6 and 4-8 certification only. Must be completed before content methods.

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

Course Objectives: The following objectives will be met during this course:
1. **Analyze** and use 3-6 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 3-6 content TEKS.
3. **Use** technology to engage 3-6 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 3-6 content and how to access and use various electronic lesson/unit plan formats employed by several COE partner districts.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed in Blackboard.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):
   Essential: Learning to apply course material
   Essential: Developing specific skills/competencies/points of view needed by professionals

Course/Instructor Requirements: No field experience is required in this course.

Course Outline

Assignments:

Lesson Design: When Stars Align – 100 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.

2 Journal Article Reflection Papers – 100 points (50 points each)
You will complete two journal article reflection papers related to the textbook.

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.

Team Technology Research/Presentation – 50 points
Your team will be tasked with researching an assigned technology program. You will create a brochure as well as a presentation.

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. *You must attend your presentation day and the Curriculum Fair on the last class day in order to get a grade for this assignment (-200 and an absence if you do not attend).*

Professionalism (Attendance, Participation, Professionalism) – 50 points
You are expected to attend all class sessions, be on time for all class sessions, participate in class discussions/activities and adhere to professionalism policy - **there are no make-ups for these**.

Grades:
- 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, Times New Roman 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!

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

Schedule:

Learning Opportunities and Assignment	Points	Due
Lesson Design: When Stars Align	100	see calendar
2 Journal Article Reflection Papers (50 points each)	100	see calendar
Lesson Plan	100	see calendar
Team Technology Research Brochure/Presentation	50	see calendar
Curriculum Team Unit Plan/Presentation/Fair	200	see calendar
Professionalism (Attendance and Participation)	50	see calendar
TOTAL OF POINTS	**600**	

* 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. See calendar for specific dates.

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 Messages in Academic Classrooms and Facilities #100728](#)
    - Technology during instruction: The use of cell phones for any reason (especially texting) is prohibited during class time. **Internet usage (not course related) during class time is prohibited**. Laptops can only be open if course related.
    - Technology during exams: The use of cell phones for any reason (especially texting) is prohibited during class time. **Internet usage (not course related) during class time is prohibited**.
    - Technology in emergencies: Students are expected to notify the professor before class

if they are expecting a call.

- 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:

- 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 prior to, or on the day of, the absence regardless of the reason for the absence. Doctor's appointments are still an 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.**

- **Absences on the unit plan presentations days (any of them) will result in two absences which is a 30 point reduction per day missed.**

- **Attendance on the last day is mandatory in order to receive course credit.**

- If you are absent, be sure you have arranged for a classmate to obtain information 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.

Course Expectations:

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.**

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. **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.

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.

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.