Education 692
Curriculum and Instruction in the Secondary School

COURSE INFORMATION:
Credit hours: Three hours (3)

COURSE DESCRIPTION:
This course is designed to provide an overview of the role of the educator in the development, implementation, and evaluation of secondary curricula. Curricular decisions and practices will be critically examined for the macro-curriculum and for each of the major subject areas. Innovative and/or alternative instructional designs for the classroom will be explored in relation to current issues and problems.

PREREQUISITES:
You must be enrolled as a graduate student to take this course. Enrollment as a graduate student implies an ability to analyze and take a position regarding current issues in education as well as providing justification for those ideas based on current research. Research and critical thinking skills are an important component of a graduate course and are expected to be utilized in each assignment in this course.

RECOMMENDED TEXTS:

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT CONCEPTUAL FRAMEWORK STATEMENT:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified critical components of The Effective Educator as supported via the college’s conceptual framework. The COEHD’s Conceptual Framework provides direction for the development of effective professionals and, serves as a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity and Technology are included in the assessment process as themes that are integrated throughout all programs in the educational unit (diversity) (technology).
COURSE OBJECTIVES:
The primary goal of this course is to facilitate disciplined reflective inquiry among professional teachers regarding contemporary pedagogy and curriculum in US secondary schools. Students will have the opportunity to participate in a collegial relationship with other educators and enhance their understanding of self in the role of the teacher, as a student of reflective teaching, and as a change agent in the educational system. After participating in this course, students will be able to:

1. Identify and provide a rationale for teacher behaviors, strategies, and methods that enhance learning of diverse student populations. (SM, KL, PS, CK, D)
2. Recognize the attributes of school culture and productive and nonproductive teacher participation with regard to various school settings. (KL, SM, D)
3. Differentiate between the philosophical views of the curriculum. (PS, SM)
4. Analyze current issues and trends in curriculum development and implementation and how society influences changes. (KL, T)
5. Identify professional journals, organizations, and websites that are concerned with curriculum and contemporary reform efforts. (SM, PS, T)
6. Analyze current curriculum research. (SM, T)
7. Discuss the value of continuous curriculum development based on the changing needs of students. (KL, SM, D)
8. Use a theoretical framework for making curricular decisions. (SM, KL, PS, CK)
9. Justify the use of constructivist theory as a paradigm of the curriculum reform. (KL, SM, D)
10. State and defend their philosophy of curriculum as it relates to the education process and school improvement. (KL, SM, D)
11. Use technology to present relevant research and school improvement ideas to colleagues. (KL, SM, CK, T)

ASSESSMENT:
Students will be evaluated through written examinations, practical examinations, projects, and class participation. The candidate will participate in field experiences (2 observations). Each instructor reserves the right to establish additional methods of assessment.

WRITING STYLE
Written work in this course must be completed in APA style.

KNOWLEDGE BASE


Baker, S., Gersten, R., Dimino, A, & Griffiths R. (2004). The Sustained Use of


Florida Department of Education. (1996). “Cooperative learning and educational


Williams, B. (2003). What else do we need to know and do?. In Williams, B.


**Journals**

*American Biology Teacher* (National Association of Biology Teachers)

*American Journal for Health Education* (American Association for Health Education)

*Bilingual Research Journal* (National Association for Bilingual Education)

*Childhood Education* (Association for Childhood Education International)

*Educational Leadership* (Association for Supervision and Curriculum Development)


*English Journal* (National Council of Teachers of English)


*Journal for Research in Mathematics Education* (National Council of Teachers of Mathematics)

*Journal of Adolescent & Adult Literacy* (International Reading Association)

*Journal of Physical Education, Recreation & Dance* (American Alliance for Health, Physical Education, Recreation & Dance/National Association for Sport and Physical Education)

*Journal of Research in International Education* (SAGE Publications)
Journal of Research in Science Teaching (National Association of Research in Science Teaching)

Journal of Research on Technology in Education (International Society for Technology in Education)

Journal of Special Education Technology (Council for Exceptional Children)

Journal of Social Studies Research (Kansas State University, College of Education)

The Language Educator (American Council on the Teaching of Foreign Languages)

Language Learner Magazine (National Association for Bilingual Education)

Mathematics Teacher (National Council for Teachers of Mathematics)

Mathematics Teaching in the Middle School (National Council of Teachers of Mathematics)

Middle Level Learning (National Council for the Social Studies)

Middle School Journal (National Middle School Association)

Phi Delta Kappan (PDK, International)

Research in the Teaching of English (National Council of Teachers of English)

Science Scope (National Science Teachers Association)

The Science Teacher (National Science Teachers Association)

Social Education (National Council for the Social Studies)

TEACHING Exceptional Children (Council for Exceptional Children)

Tech Trends (Association for Educational Communications & Technology)

TESOL Journal (Teachers of English to Speakers of Other Languages)

Voices from the Middle (National Council of Teachers of English)