Secondary Curriculum and Instruction
(2 units + ED 397 Practicum)

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“Caring, committed, competent teachers shape the future”

CATALOG DESCRIPTION:

The general objective of the course is to familiarize the student with the various techniques and procedures utilized in teaching students in American secondary schools.

COURSE PURPOSE:

This course is designed to aid the student in becoming, an effective teacher in the secondary school. It will focus on various curriculum design methodologies and techniques that can be employed to make secondary teaching more effective and efficient, as well as make secondary classrooms better learning and teaching environments. Both theoretical background and practical application will be presented to give a balanced perspective.

TEXTBOOKS AND SUPPLIES:

Required:


COURSE OBJECTIVES:
1. Develop a vision for a classroom learning community based on caring relationships and the common quest for understanding and wisdom.
2. Explain how students construct meaning and its implications for instruction.
3. Explain the predominant educational theories as they pertain to teaching today.
4. Explain the impact of philosophy on instruction.
5. Interpret how educational goals, standards, and performances influence curriculum and instruction.
6. Name and define the three components of a behavioral objective.
7. Explain the hierarchical nature of Bloom’s Taxonomy of educational objectives.
8. Formulate educational objectives at each level of the cognitive domain.
9. Explain the importance of congruence between objectives, instruction and assessment.
10. Develop a lesson using the direct instruction lesson format.
11. Design an activity that will enhance the learning of the secondary student.
12. Differentiate instructional strategies to meet individual needs taking into account student’s individual backgrounds, personal adjustment, aptitude, interests, achievement, learning and teaching styles, and the special needs of contemporary secondary level learners.

ATTENDANCE:

Students are required to attend classes regularly and punctually. If you must be absent due to an emergency, please contact me as soon as possible, preferably before class, to make arrangements for submitting assignments. Late assignments will not be accepted.

Since this course is highly interactive, student involvement and attendance is necessary in order for optimal learning to take place. In-class activities will be scored and will be part of your grade. In-class assignments may not be made up.

Upon the accumulation of eight absences a student will be dropped from the course. Absences will not be recognized as excused or unexcused.

EVALUATION

Your grade in this course will be determined as follows:

- Readings and class assignments: 25%
- Marzano Presentation: 10%
- Template: 20%
- TWS I and Presentation: 25%
- Exams: 20%
Scores earned in the upper or lower portions of these ranges may receive a + or a – with the base letter grade.

Make-up exams will follow the department policy. Make up exams must be taken at the next available scheduled make-up date.

**Department Policy:** Students are required to take tests at the time they are scheduled. However, we realize there are always circumstances that arise that would necessitate a make-up policy.

1. All make-up tests must receive prior approval by the professor (forms available with the department secretary)
2. Two test make-up times will be offered in the department office each month.
3. Students must pay a $5 fee for make-up or advance tests unless waived by the professor for the following reasons:
   a. Special testing situation required by the professor.
   b. Student participated in a school event (athletics, music, missions, etc.)
   c. Death of a family member (attending funeral)
   d. Illness requiring bed rest (doctor or nurse slip required)

**GRADUATION PORTFOLIO:**
- It is required that all students enrolled in the curriculum and instruction courses (EDUC 221, EDUC 222, & EDUC 223) establish their accounts with Folioteck in order to begin the construction of their electronic portfolios.
- One day this semester will be utilized for orientation
- Projects from this class may be used to support performance indicators for several parts of your education portfolio.

**LESSON PLAN PINATA:**
Due to time constraints, it is not feasible for each student to teach a lesson in class. In light of this fact, during the month of October students will be teamed with three other peers for a time of sharing a created lesson plan. The lesson should include all of the elements outlined in the lesson plan format. The piñata session format will follow this procedure:
- Each participant is to provide team members as well as the instructor with copies of his or her lesson plan. This will also include any visual aids, i.e. handouts, power point slides, that are expected to be used.
- Each student will share the highlights of the lesson and peers are expected to provide constructive feedback for each other.
ACADEMIC ACCOMMODATIONS
Evangel University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. If you think you may qualify for accommodations, notify your instructor as soon as possible. You will be required to have appropriate testing and documentation on file with the Academic and Career Development office (Student Union, Suite 107).

It is university policy to provide reasonable accommodations to students with disabilities. If you would like to request accommodations due to a physical, mental or learning disability, please contact your instructor and the Academic and Career Development Department, Student Union, Suite 107.

The university will make reasonable accommodations for persons with documented disabilities. Students should notify the Academic and Career Development Office located in the Student Union, Suite 107, and their instructors of any special needs. Instructors should be notified the first day of classes.

If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Academic and Career Development Office in the Student Union, Suite 107.

This university abides by Section 504 of the Rehabilitation Act of 1973 which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see me or the staff at Academic and Career Development, Student Union, Suite 107, so that such accommodations may be arranged.

I encourage students with disabilities, including nonvisible disabilities such as chronic diseases, learning disabilities, head injury and attention deficit/hyperactive disorder, to discuss with me, after class or during my office hours, appropriate accommodations that might be helpful to them.

Topics and Assignments

The design of this course is dynamic. Topics and readings may shift on the calendar based on your needs and our consensus decisions. Ample notice will be given for timeline revision.
Session 1  August 30

Topics:  Who are we? Icebreaker; Introductions; Syllabus; Bios

Readings to be Discussed:  None

Assignments to Submit:  Bio

Session 2  September 4

Topics:  How can I design curriculum that will lead my students toward richer, more sophisticated, profound, masterful, insightful, mature, and wise understandings?

Readings to be Discussed:  Wiggins, Introduction and Chapter 1

Assignment to be Submitted:  Responses for Wiggins Intro. and Ch. 1

Session 3  September 6

Topics:  What is understanding?

Readings to be Discussed:  Wiggins, chapter 2

Assignments to be Submitted:  Answers to questions/Reflections re: Wiggins 2

Session 4  September 11

Topics:  What are the six facets of understanding?

Readings to be Discussed:  Wiggins, chapters 3-4

Assignments to be Submitted:  Wiggins, chapters 3-4

Session 5  September 13

Topics:  What is an essential question?

Readings to be Discussed:  Wiggins, chap. 5

Assignments to be Submitted:  Answers to questions/reflectiions regarding Wiggins chapter 5
Session 6  September 18  
**Topics:** What is an essential question?  

**Readings to be Discussed:**  
Wiggins, chap. 6  

**Assignments to be Submitted:**  
Answers to questions/reflections regarding Wiggins chapter 6  
In-depth Understanding paper  

Session 7  September 20  
**Topics:** How does my faith influence my understanding of curriculum?  

**Readings to be Discussed:**  
Review Wiggins, chapters 1-6  
Jigsaw chapters 1-3 in Steppingstones  

**Assignments to be Submitted:**  
Draft Unit Cover Sheet and Stage 1 page from template  

Session 8  September 25  
**Topics:** How can I assess my students’ understanding? Set up Foliotek.  

**Readings to be Discussed:**  
Wiggins, chap. 7  

**Assignments to be Submitted:**  
Answers to questions/reflections on readings.  

Session 9  September 27  
**Topics:** How can I assess my students’ understanding? (part II)  

**Readings to be Discussed:**  
Wiggins, chapters 8  

**Assignments to be Submitted:**  
Answers to questions/reflections on readings.  
Initial description of your classroom setting and students.  

Session 10  October 2  
**Topics:** How would your students experience your unit?  

**Readings to be Discussed:**  
Wiggins, chapter 9
Assignments to be Submitted:
Answers to questions/reflections on readings; Draft of Stage 2 template

Session 11  October 4
Topics:  How can I create lesson plans that will facilitate my students’ learning?

Readings to be Discussed:
Wiggins, chapters 10
Silver, et al., chaps. 1-3
Mager, Marzano, chap. 8

Assignment to be Submitted:
Responses to readings.
Stage 3 draft template

Session 12  October 9
Topics:  How can I create lesson plans that will facilitate my students’ learning?

Readings to be Discussed:
Wiggins chap. 11
Marzano assignment

Assignment to be Submitted:
Answers to questions on readings.
Unit Time Chart.

Session 13  October 11
Topics:  How can I truly understand the learning context?

Readings to be Discussed:
Tomlinson and McTighe, chaps. 1-2
Teacher Work Sample 1

Assignment to be Submitted:
Answers to questions on readings
Complete template

Session 14  October 16
Topics:  How can I truly understand the learning context?

Readings to be Discussed:
Steppingstones chap. 7
Lesson planning – Creating Objectives
Assignment to be Submitted:
First draft of Learning Context section of TWS-1

Session 15  October 18
Topics:  What will my Instructional Plan be?

Readings to be Discussed:
Steppingstones chap. 8
Mager

Assignments to be Submitted:
First draft of lesson plan for TWS-1

-- NO CLASS ON OCTOBER 23 DUE TO FALL BREAK --

Session 16  October 25
Topic:  What will my Instructional Plan be?
Finalize lesson plans.

Readings to be Discussed:
Model TWS-1

Assignments to be Submitted:
First draft of TWS-1 Instructional Plan section

Session 17  October 30
Topic:  What will my Instructional Plan be?  Presentations of lesson plans in small groups.

Readings to be Discussed:
Model TWS-1

Assignments to be Submitted:
Final draft of TWS-1 Instructional Plan section

Session 18  November 1
Topic:  What will my Instructional Plan be?  Complete presentations

Readings to be Discussed:
Marzano chap 1

Assignments to be Submitted:
Responses to Marzano chap 1
Session 19  November 6  
**Topics:**  *How do I write up my reflection and self-evaluation? How can I help students identify similarities and differences?*

**Readings to be Discussed:**
Marzano, chap. 2

**Assignments to be Submitted:**
Practicum reflections

Session 20  November 8  
**Topics:**  *How can I help students summarize and take notes?*

**Readings to be Discussed:**
Marzano, chap. 3

**Assignments to be Submitted:**
Answers to questions/reflections

Session 21  November 13  
**Topics:**  *How can I reinforce effort and provide recognition?*

**Readings to be Discussed:**
Marzano, chap. 4

**Assignments to be Submitted:**
Reflections on Marzano

Session 22  November 15  
**Topics:**  *How can I provide students with meaningful homework and practice?*

**Readings to be Discussed:**
Marzano, chap. 5

**Assignments to be Submitted:**
Answers to questions/reflections on readings.

Session 23  November 20  
**Topics:**  *How can I use nonlinguistic representations?*

**Readings to be Discussed:**
Marzano, chap. 6
Assignments to be Submitted:
Answers to questions/reflections on readings.

--NO CLASS ON NOVEMBER 22 DUE TO THANKSGIVING HOLIDAY--

Session 24 November 27
Topics: *How can I facilitate cooperative learning?*

Readings to be Discussed:
Marzano, chap. 7

Assignments to be Submitted:
Answers to questions/reflections on readings
Draft of TWS-1 Reflections and Self-Assessment

Session 25 November 29
Topics: *How can I teach my students to generate and test hypotheses?*

Readings to be Discussed:
Marzano, chap. 9

Assignment to be Submitted:
Responses to readings.
Penultimate draft of full TWS-1

Session 26 December 4
Topics: *How can I provide my students with cues, questions, and advance organizers?*

Readings to be Discussed:
Marzano, chap. 10

Assignment to be Submitted:
Answers to questions on readings.

Session 27 December 6
Topics: *How can I use these nine strategies in Instructional Planning?*

Readings to be Discussed:
Marzano, chap. 12

Assignment to be Submitted:
Final draft of full TWS-1
Session 28  December 11

**Topics:** *How have I learned?*

**Readings to be Discussed:**
Preparation for final exam

**Assignment to be Submitted:**

Study Day  December 13

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**Final Exam  December 18**

7:30 to 9:30 a.m.

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**Resources**


Interact Simulations (various).


**Web Sites:**

Association for Supervision and Curriculum Development (ASCD) [http://ubd.ascd.org](http://ubd.ascd.org)

SCORE History: [http://score.rims.k12.ca.us](http://score.rims.k12.ca.us)

SCORE Language Arts: [http://www.sdcoe.k12.ca.us/score/cla.html](http://www.sdcoe.k12.ca.us/score/cla.html)

SCORE Math: [http://score.kings.k12.ca.us](http://score.kings.k12.ca.us)

SCORE Science: [http://scorescience.humboldt.k12.ca.us](http://scorescience.humboldt.k12.ca.us)
Bio and Response Sheet – ED 522 – Fall 2007

Name:

Email Address:

Phone:

Grade level or subject(s) you are interested in teaching:

Quickwrite

Tell me a bit about your background. Where are you from? What were some of the factors in your decision to become a teacher?

How are you feeling about this course? What are you looking forward to? What are you nervous about?

What is your passion? What do you love to learn about? Feel free to use the back of this sheet to complete your answers.