

California State University, San Marcos
EDMS527B – Curriculum Design
Fall 2001

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Mission Statement of the College of Education, CSU San Marcos

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity and social justice, exemplified through reflective teaching, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

CLAD Infusion: In 1992, the College of Education voted to infuse Crosscultural Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Course description:

This course is part of the Integrated Bachelor of Arts and Multiple Subject Credential Program (Blended). The course focus is on curriculum design in the content areas, and includes: lesson planning models and strategies; integrated, interdisciplinary, and thematic unit planning; issues related to current curriculum reform; and the creation of curriculum that promotes social justice and equity in diverse settings.

Goals:

- To examine multiple approaches to lesson planning and curriculum design;
- To develop concepts and theoretical frameworks for integrating the curriculum;
- To understand what school curriculum is appropriate to achieve the goals of a democratic society;
- To explore connections among curriculum content areas in the direction of integrated teaching and learning;
- To develop teamwork skills necessary for integrated curriculum planning and enactment;
- To examine assessment approaches congruent with integrated curriculum.

Required Texts:

Bigelow, B. et al. (2001). *Rethinking our Classrooms: Teaching for Equity and Justice*.
Milwaukee, WI: Rethinking Schools.

Rios, F. & McDaniel, J. (2000). *Readings in Learning and Instruction*.
Pearson Publ.

Tchudi, S., & Lafer, S. (1996). *The Interdisciplinary Teacher's Handbook: Integrated Teaching Across the Curriculum*.

Portsmouth, NH: Heinemann.

Other materials as assigned by the instructor

Requirements: It is essential that every student attend each class session, arriving on time and staying throughout the class. Because this course involves a variety of group activities, active participation is required. Attendance and participation are part of the final grade.

Writing Requirements: All work must be typed and submitted on the date it is due. Late work will not be accepted. If you have special circumstances that prevent you from attending class, arriving late or leaving early, or submitting assignments, please contact the instructor.

Tentative Course Schedule for Fall '01

Aug. 27	<ul style="list-style-type: none"> • Course Intro • Review Reading + Assignment requirements • <i>California Standards for the Teaching Profession</i> 		
Sept. 3	Holiday		
Sept. 10	Curriculum Design	ITH: Intro, ch. 1 & 8 B: Intro + pgs. 225-239, 203-206	
Sept. 17	Instructional Strategies	ITH: Ch. 2 –3 + <i>e-reserve</i>	<i>Scavenger Hunt Due</i>
Sept. 24	Cooperative Learning	L&I: pgs. 369-457 ITH: Ch. 4 – 5	
Oct. 1	Assessment	L&I: pgs. 458-472 ITH: Ch. 6 –7 + <i>e-reserve</i>	
Oct. 8	Blooms Taxonomy	Handout B: pgs. 214 - 224	
Oct. 15	Lesson Planning I	B: pgs. 11-14, 84-90 + <i>e-reserve</i>	
Oct. 22	Lesson Planning II	B: pgs. 18 –26, 112-114	
Oct. 29	Curriculum Integration	B: pgs. 107-111	<i>Individual Lesson Plan Due</i>
Nov. 5	Unit Planning I	ITH: Part II B: pgs. 140-143 + <i>e-reserve</i>	
Nov. 12	Modifications, Interventions, and Support for Students	B: pgs. 163-166 L & I: pgs. 437-455	
Nov. 19	Unit Planning II	B: pgs. 176-180	<i>Unit Plan Outline Due</i>
Nov. 26	Blending Theory and Practice		
Dec. 3/10	Unit Plan Presentations		<i>Unit Plans + Self-Evaluation Due</i>

Note: All assignments should be included within your portfolio (created last semester). Please add a separate section for Lesson Planning and Unit Planning. A reflection for each section should also be included.

Assignments:

- Reading Notecards: Using a 4x6 notecard, respond to the reading with a connection to other learning, readings, or observations. Include a quote from the text and note the page number. Use ink. **20 points**
- Lesson Plans: Two collaborative models will be created in class. You will use these examples (and others) to create your own lesson plans. Design these as if they will be used in the classroom you are assigned. **30 points**
- Unit Plan: Following specific guidelines, design a unit plan that would be used in the classroom in which you are observing. **50 points**

Total possible 100 points

GRADING			
A	90 – 100	D	60 – 69
B	80 – 89	F	59 and below
C	70 – 79		

WEBSITE LINKS

- www.cde.gov
California Department of Education
This site provides a wealth of information. Of particular interest will be the state curriculum standards and frameworks. Also available is information on teaching strategies (e.g. cooperative learning) and lesson plan ideas.
- www.nctm.org
National Council of Teachers of Mathematics
This site provides lots of detailed information about the teaching of Math. Resources, publications, web links, and conferences are just a few of the topics at this site.
- www.ira.org
International Reading Association
This site provides national/international resources on reading and language arts. The California Reading Association and local reading associations (e.g. Inland Empire Council) are offshoots of this parent organization.
- www.teacher.com
This is the Teacher Information Network. It has a little of everything. A “resources” link takes you to a lesson plan site (see next listing).
- www.lessonplansearch.com
The title of this tells it all. Key topics for instruction are divided by categories. Other links are listed as well.
- <http://ericir.syr.edu/Virtual/Lessons>
This link was found from the lessonplansearch website. ERIC is an educational research information resource. The lesson plans from this site will be connected to university research.
- <http://teacher.scholastic.com/products/instructor.htm>
This is an on-line version of Instructor magazine, published by Scholastic. There are many resources available here.