

California State University, San Marcos  
College of Education  
Spring 2002

**EDMS 527B: Curriculum Design**

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Days: Monday  
Class Time: 2:30 p.m.–4:15p.m.  
Office: University Hall 315  
Office Hours: Monday 10:00 a.m. - 2:00 p.m.  
Class Dates: February 2-May 31, 2002

**Mission of the College of Education at CSUSM**

The mission of the College of Education community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning, and service. We value diversity, collaboration, professionalism, and shared governance.

**CLAD Emphasis**

In 1992, the College of Education voted to infuse Cross-Cultural, Language, and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus.

**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 plan 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 equality in diverse settings.

**Course Goals:**

- To examine multiple approaches to lesson planing 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 develop teamwork skills necessary integrated curriculum planning and enactment;
- To explore connections among curriculum content areas in the direction of integrated teaching and learning;
- To examine assessment approaches congruent with integrated curriculum.

### **Required Texts:**

Passe, J (1999) *Elementary School Curriculum* Boston: McGraw Hill College Publishing.

Rios, F. and McDaniel, J.(1996) *Readings in learning and instruction* Boston: Pearson Custom Printing

Note: You will also need to use national/state/local curriculum guides, textbooks, etc. These you may purchase; download of the internet, borrow, etc.

### **Assignments:**

Quizzes- There will be six quizzes given throughout the semester. The quizzes will be based on information from the Passe text primarily and information given in class lectures secondarily. Each quiz will be worth five points toward your overall grade. There will be **no** make up quizzes given.

News Reports- Each student in class will be presenting to the group an article relating to curriculum from a newspaper, magazine, journal, etc. You will be given five or so minutes to report. The report will be given a value of ten points. Refer to the tentative class schedule for the date.

Unit plan- A sketch of an integrated unit plan will be completed in this class as a group project. The details of this unit plan will come forthwith. The unit plan will be given a point value of 25 points.

Resource notebook- Each student will create a resource notebook of ideas that will inform your understanding of teaching. The resource book will include references to texts, websites, CD Roms, community resources, materials catalogs, etc. Details for constructing the notebooks are forthcoming. The resource book will be given a value of 25 points.

Participation- This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. Participation will be given a point value of ten.

It is expected that students will conduct themselves in a professional manner. Students are expected to adhere to standards of dependability, confidentiality, academic honest,

and writing achievement. Please read the university policy on academic honesty in the student guidebook. Points will deducted if assignments are submitted late (10% penalty per day late. No credit will be awarded if the assignment is one week late.)

Attendance- It is College of Education Policy that a student cannot receive a grade of A if that student is absent for two class sessions. Please make sure you attend all sessions of this course. Tardiness will also affect grade. Please refer to the College of Education standards for attendance.

**Assignment Points Scale:**

<b>Assignment</b>	<b>Points</b>
Quizzes- 5 points each	30
News Reports	10
Unit Plan	25
Resource Guide	25
Participation	<u>10</u>
<b>Total</b>	<b>100</b>

**Grading Scale**

**A= 90-100, A-=90-92, B+= 87-89, B= 83-86, B-= 80-82, C+= 77-79, C= 73-76, C-= 70-72, D= 60-69, F=0-59.**

Date	Topic	Assignment
2/4/02	Class Introduction: What goes on in school?	Group Formation- Unit Groups
2/11/02	Hanson Conference- Please Attend Readings: Passe, Chapter 1, pgs. 3-10 and Chapter 4, pgs. 60-77.	<b>Quiz-</b> Passe Reading Take Home Exam
2/18/02	Concept Development- Grant Wiggins and Backwards Design.	Bring: California State Standards Document to class.
2/25/02	Resource Guide: Parameters	Bring in your unit concepts and a rough outline of supporting understandings
3/4/02	Integrated Unit Design- Implications and Applications Readings: Passe, Chapters 11 and 12, pgs. 198-244.	<b>Quiz-</b> Passe Reading
3/11/02	Unit Workshop- Scope and Sequence Reading: Passe, Appendix, pgs. 277-295	<b>Quiz-</b> Passe Reading
3/18/02	Unit Workshop- Accommodation to different learning styles	Bring rough draft of resource guide
3/25/02	Social Studies: Issues in Curriculum Design Reading, Passe, Chapter 5, pgs. 81-101	Application: Fact vs. Generalization- in class writing <b>Quiz-</b> Passe Reading
4/8/02	Mathematics: Issues in Curriculum Design Reading: Passe, Chapter 8, pgs. 145-159. Application: Math Menu Formats	<b>Quiz-</b> Passe Reading
4/15/02	Assessment- Models and Rubrics	Assignment- Begin to develop rubrics for your unit
4/22/02	Service Learning- Guest Lecturer, Dr. Janet McDaniel, College of Education, California State University, San Marcos	Due- Bring in assessment section of your unit

4/29/02	News Report Presentations	You will each have five minutes to present your article Due- Unit Plan Rough Drafts
5/6/02	Science and Health- Issues in Curriculum Design Reading, Passe, Chapter 102-117	<b>Quiz-</b> Passe Reading
5/13/02 and 5/20/02	Unit plan Reports	Bring in Final Unit plans

**Note:** The course schedule provided here is tentative. The instructors reserves the right to change the schedule as need during the course of the semester.

**APPENDIX A**

**CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD)**

<b>TEST 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>TEST 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>TEST 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	<b>III. Cultural Contact</b>
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

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