

**MISSISSIPPI STATE UNIVERSITY**  
**COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION**  
**COURSE SYLLABUS**

**Course Prefix and Number:** EDS 8613

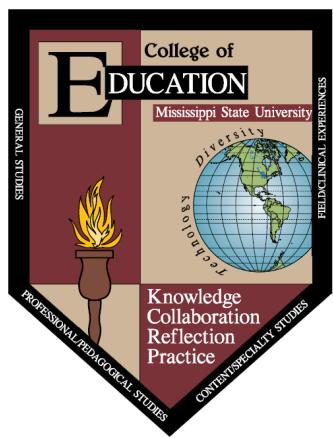
**Course Title:** Middle and Secondary School Curriculum

**Credit Hours:** Three (3) semester hours

**Type of Course:** Lecture

**Catalogue Description:** Three credit hours. Principles of curriculum construction as they apply to the middle and secondary schools for the various subject areas.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## **Course Objectives:**

The learner will:

1. Develop an awareness of the role of classroom teachers in curriculum development and evaluation (CFPO 1, 9, 12)
2. Understand the importance of collaboration with learners, families, colleagues, and community members (CFPO 1, 2, 6, 9)
3. Understand the relationship between curriculum development, instruction, and assessment (CFPO 1, 12)
4. Examine traditional and backwards design models of content-specific curricular planning (CFPO 3, 4, 12)
5. Consider how assessment impacts immediate and long-term curricular decisions (CFPO 4, 8, 12)
6. Consider and use multiple modes of assessment when engaged in planning, instruction, and evaluation (CFPO 4, 8)
7. Increase knowledge of middle and secondary school programs and to differentiate practices based on students' developmental needs (CFPO 1, 2)
8. Examine the purposes of middle and secondary school programs considering how these functions evolve over time and as a result of philosophical assumptions regarding education (CFPO 12)
9. Examine the role of and relationship between various stakeholders involved in middle and secondary curricular change (CFPO 9, 12)
10. Understand basic principles of multicultural education and apply culturally and linguistically responsive teaching practices (CFPO 1, 2)
11. Understand and apply principles of differentiation to curricular development (CFPO 1, 2)
12. Examine content-specific curricular issues through relevant readings and discussion (CFPO 5, 12, 13, 14)

## **Topics to be Covered:**

- I. Curriculum Foundations (6 hours)
  - A. Historical and perspectives and their influence on curriculum development
  - B. Foundations of curriculum development
    1. Social forces
    2. Treatment of knowledge
    3. Human growth and development
    4. Learning as a process
    5. Technology
  - C. Educational aims, goals, and objectives
    1. Influences on curriculum development
    2. Dimensions/intentions of schooling
      - D. Philosophical dimensions to curriculum development
    1. Various philosophies underlying curriculum development
    2. Implications for teachers, learners, school programs
- II. Managing Curriculum Development (6 hours)

- A. Formulating and evaluating program goals
  - B. Short-term and Long-term goals
  - C. Curriculum mapping
- III. Standards-based Curriculum (6 hours)
- A. Reform movements and standards
  - B. Managing and balancing standards-based curricula
  - C. High stakes testing
- IV. Curriculum Development at the Classroom Level (15 hours)
- A. Planning: Traditional vs. backwards design (UbD)
  - B. Teachers as Leaders
    - 1. Roles and responsibilities for curriculum development
    - 2. Characteristics of effective leaders
    - 3. Factors affecting change (barriers to and enablers for change)
    - 4. Collaborating with teachers, family, and community
  - C. Assessment
    - 1. Audience
    - 2. Purpose
    - 3. Types
    - 4. Diverse learners
- V. Curriculum Practices/Effective schools research (9 hours)
- A. Middle school programs and current issues (Middle school movement, teaming, exploratory, advisory, etc.)
  - B. High school programs and current issues (service learning, advanced placement, extracurricular, etc.)
  - C. Cognitive, social, physical development: Middle vs. high school learners
- VI. Curriculum Design Alternatives for the Future (3 hours)
- A. Impact of technology and globalization
  - B. Focus on school to work goals

### **Required Texts:**

The textbook for this class is a custom textbook using multiple readings from various texts published by Pearson. The ISBN for the custom text is 1269267965; however, since it is a custom text, it is likely that you will have to purchase it from Barnes and Noble. Please note that this course requires extensive reading. Other readings will be posted to MyCourses within each Learning Module.

Master of Science students only: This course requires a subscription to *Taskstream* which is an online portfolio used for course assignments and assessment purposes. To obtain a subscription, go to [www.taskstream.com](http://www.taskstream.com). Click Create or Renew an Account at the top of the page. Following directions for Option 1.

### **Methods of Instruction:**

Lecture, small and large group discussion, demonstration, inquiry, discovery, cooperative activities, and problem-based learning.

## **Suggested Student Activities:**

Additional information about assignments are provided on MyCourses.

ACTIVITY	OBJECTIVE(S) MEASURED
1. Understanding by Design unit	#1, 3, 4, 5, 6, 7, 10, 11
2. Yearlong Curriculum Map	#1, 3, 5, 6
3. Service Learning Project	#2, 6, 8,
4. Teacher Leader Project	#1, 2, 9
5. Major Paper: Curricular Issue*	# 3, 12
6. Final Exam	ALL
7. Reading Response Papers	#12

\* This assignment will serve as the required written assignment for all MAT-S students.  
Students must score an 80% or better on this assignment.

## **Honor Code:**

Mississippi State University has an approved Honor Code that applies to all students. It states,

**“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, steal, or cheat, nor will I accept the actions of those who do.”**

Upon accepting admission to Mississippi State University, a student assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. To learn more about this MSU policy and consequences for violating the Honor Code, visit <http://www.honorcode.msstate.edu/>. Please note that plagiarism is defined and clarified within the honor code as follows: The appropriation of another person's ideas, processes, results, or words without giving appropriate credit, including:

- a. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper credit).
- b. Failing to credit sources used in a work product in an attempt to pass off the work as one's own.
- c. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
- d. The internet, data bases and other electronic resources must be cited if they are utilized in any way as resource material in an academic exercise.

## **Technology:**

Technology will be used in both the delivery of the course content and through course requirements completed by students. Delivery of course content will use PowerPoint presentations, materials on the Internet and MyCourses. All course assignments will be completed using appropriate software.

**Diversity:**

Student will examine materials for appropriateness to use with diverse learners.

**Disability:**

In accordance with section 504 of the 1973 Rehabilitation Act and the American with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

**Field Component:**

There is no field component requirement in this course.

**Evaluation of Student Progress:**

Students' progress will be evaluated through the quality of written and oral class assignments and performance on in-class written examinations.

**Grade Evaluation:**

<b>ASSIGNMENT</b>	<b>POINTS POSSIBLE</b>
Reading Response Papers (4 x 50 points each)	200 points
Major Paper: Curricular Issue	100 points
Service Learning Project	100 points
UbD Unit	200 points
Curriculum Map	100 points
Teacher Leader Project	100 points
Final Exam	200 points
<b>TOTAL POSSIBLE POINTS</b>	<b>1000 points</b>

**NOTE:** Grades will be assigned as follows:

900-1,000 points = A

800-899 = B

700-799 = C

600-699 = D

Below 600 = F

## Bibliography:

- Banks, J. (2014). *An introduction to multicultural education* (5<sup>th</sup> ed.). Boston, MA: Pearson.
- Chartock, R. (2010). Strategies and lessons for culturally responsive teaching: A primer for K-12 teachers. Boston, MA: Pearson.
- Claus, J., & Ogden, C. (Eds.). (2001). *Service learning for youth empowerment and social change*. New York: Peter Lang.
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- Erb, T. (Ed.). (2005). *This we believe in action: Implementing successful middle level schools*. Westerville, Ohio: National Middle School Association.
- Farr, S. (2010). *Teaching as leadership: The highly effective teacher's guide to closing the achievement gap*. San Francisco, CA: Jossey-Bass.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press.
- Hollie, S. (2012). *Culturally and linguistically responsive teaching: Classroom practices for student success*. Huntington Beach, CA: Shell Education.
- Howland, J., Jonnassen, D., & Marra, R. (2012). *Meaningful learning with technology* (4<sup>th</sup> ed.). Boston, MA: Pearson.
- Jacobs, H. (1997). *Mapping the big picture: Integrating curriculum & assessment K-12*. Alexandria, VA: ASCD.
- Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Corwin.
- Koppelman, K. (2014). *Understanding human differences: Multicultural education for a diverse America*. Boston, MA: Pearson.
- Knowles, T., & Brown, D. (2000). *What every middle school teacher should know*. Portsmouth, NH: Henemann.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey Bass.
- Lieberman, A., & Miller, L. (2004). *Teacher leadership*. San Francisco, CA: Jossey-Bass.

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.

Roberts, P., & Kellough, R. (2008). *A guide to developing interdisciplinary thematic units (4<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson.

Swanson, J., Elliott, K., & Harmon, J. (2011). *Teacher leader stories: The power of case methods*. Thousand Oaks, CA: Corwin.

Schoenfeld, R. (2002). *Service-learning: Student's guide and journal*. Seattle, WA: Guide & Journal Publications.

Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (2005). *Understanding by design (2<sup>nd</sup> ed.)*. Upper Saddle River, NJ: Pearson.