

## CURRICULUM 542

### Secondary School Curriculum

#### I. Course Description

CURR 542: 3 cr. A survey of present and past factor which affect secondary school curriculum, together with an analysis of existing patterns in secondary schools in order to plan for effective curriculum improvement.

#### II. Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs. This pedagogy course interacts with and extends knowledge, skills and experiences from CURR 519, supplements CURR 583, and is the prerequisite for CURR 652. Content related to the conceptual framework permeates the course and is specifically evident and/or reflective in objectives and outcomes (Objectives #1-8), current Topics (#A-G), all Evaluation Methods, and chapters in the textbook.

#### III. Course Objectives, Outcomes, and Standards

<b>Objectives</b> <i>This course is designed to enable candidates to:</i>	<b>Conceptual Framework (KSD)</b>	<b>Assessment</b> (referenced to VIII)	<b>LCET</b>	<b>Specialty Standards ACEI</b>	<b>NCATE/ State Standards</b>	<b>Mastery Level</b> I=Initial MS=Mastery MA=Maintenance
1. Identify factors, past and present, which have and are affecting curriculum, both nationally and locally.	K 1-6 S 6 D 1, 2	VIII A 1a; VIII A 2a, 2b,2c, 2d	1A1- 1A5 11A1; 11A5	1, 2c, 2d 3a-3e, 4 2i	1 A1-6 B1-2	I, M, MA
2. Explain curriculum planning and development approaches.	K 1-5 S 1-6 D 1, 2	VIII A 1d	11A5	1, 2c, 2d, 2i, 3a-3e,4	A1-6 B1-2	I, M, MA
3. Effectively incorporate change theory concepts and strategies into curriculum planning projects.	K 1-5 S 1-6 D 1-6	VIII A1a; VIII A 2c, 2d	1A1-1A5 11A3 111C1	1, 2c, 2d; 2i, 3a-3e, 4	1 A1-6 B1-2	I, M, MA
4. Conceptualize the present status of individual subject fields and project their future directions.	K 1-5 S 1-5 D 1- 6	VIII A1a; VIII A2b, 2c, 2d	1A4 11A2	1, 2c, 2d, 2i, 3a-3e, 4	A1-6 B1-2	I, M, MA
5. Research current professional journals in secondary curriculum and discuss pertinent findings.	K 5-6 S 6 D 6d	VIII A 1a, 1b	1A1-1A5	1, 2c, 2d, 2i, 3a-3e, 4	1 A1-6 B1-2	I, M, MA
6. Demonstrate application of materials for multimedia and technology use in the secondary school classroom.	K 5-6 S 1-5 D 2	VIII A 1c VIII A 2b, 2d	11A5 111C1	1, 2c, 2d, 2i, 3a-3e, 4	1 A1-6 B1-2	I, M, MA
7. Demonstrate knowledge of instructional strategies and content appropriate for secondary school students.	K 5-6 S 1-5 D 1-5	VIII A 2b, 2c	1A2 1A5 11A1	1, 2c, 2d, 2i, 3a-3e, 4	1 A1-6 B1-2	I, M, MA

8. Identify and solve authentic curriculum problems.	K 1-5 S 1-6 D 1-6	VIII A 1a; VIII A 2a	VA1-3	1, 2c, 2d, 2i, 3a-3e, 4	1, 4	I, M, MA
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#### IV. Primary Empirical Base

The primary empirical basis for this course/program is research that supports the components of effective teaching (e.g., Good & Brophy, 2003), pedagogical content knowledge (Longstreet & Shane, 1993; Marsh & Willis, 1995; Ornstein & Behar, 1995), and the NCTM (1998) and the NSTA (1998) Content Standards. In addition to working with innovative materials, equipment, and programs, the candidates are provided the opportunity to design a curriculum proposal that can be applied in the secondary schools of today.

#### V. Resources and Materials

The textbook adopted for this course is Ornstein, A., & Hunkins, F. (2004). *Curriculum: Foundations, principles, and theory* (4<sup>th</sup> ed.). Boston: Allyn and Bacon. Other major resources and materials include The Louisiana State Content Standards and Benchmarks.

#### VI. Course Topics

The major topics to be considered are: A. Historical development and philosophical considerations of curriculum. B. Psychological foundations and theories of curriculum development. C. Interaction between schools and society. D. Types of curriculum designs. E. Current national trends and their relationship to local schools. F. Strategies for effective curriculum change. G. Relationship of curriculum to instruction.

#### VII. Instructional Methods and Activities

Methods and activities for instruction include:

**A. Traditional Methods** 1. Lecture/Discussion; 2. PowerPoint Presentation; 3. Demonstration; 4. Electronic Communication

**B. Clinical Experiences** 1. On-line Simulations; 2. Cooperative Groups; 3. Student Demonstrations or Presentations; 4. Guided Discovery; 5. Role Play

**C. Field-Based Experiences** 1. Exhibits/Displays; 2. Field Experiences; 3. Community Resource Use; 4. Demonstrations

#### VIII. Assessment and Grade Assessment

The candidate will maintain an overall average of 80% (minimum), based on grading rubrics:

##### A. Methods

1. Traditional Assessment a. Satisfactorily complete two examinations. b. Demonstrate appropriate c. Application of middle and secondary curriculum concepts.

2. Performance Assessment: a. Evaluate in writing five articles in the area of middle and secondary school curriculum, which are later shared through class discussion. Critiques will be evaluated according to the rubric provided. b. Design and present a curriculum proposal following the provided rubric. c. Implement technology into curriculum proposal projects.

B. Grading Scale: 92-100 = A; 80-91 = B; 70-79 = C; 60-69 = D; Below 60 = F.

#### IX-X. Course Schedule & Policies and Bibliography (Available with full syllabus)