Foundations of Curriculum and Instruction
Essential Curriculum

UNIT I: Knowing the Learner

    Goal 1:   Students will review how the needs of children change as they develop.

        Objectives-The student will:

        a. Describe typical developmental characteristics of each age group from preschool through age 18 and identify exceptions to the patterns of typical development.

        b. Describe the stages in Piaget's theory of cognitive development and explain how his theory applies to learning and instruction.

        c. Describe the stages in Erikson's theory of psychosocial development and explain how his theory applies to learning and instruction.

        d. Describe the stages in Kohlberg's theory of moral development and explain how his theory applies to learning and instruction.

        e. Explain Maslow's hierarchy of needs and the relationship between his theory and student motivation and learning.

        f. Identify specific needs at various stages of development as a result of developmental stresses and student tasks.

    Goal 2:   Students will understand how exceptional children vary in ability and disability and how these variations impact teaching and learning.

        Objectives-The student will:

        a. Identify and describe the characteristics of exceptional student groups.

        b. Identify the four major provisions of the Individuals with Disabilities Act (IDEA) and discuss how the law impacts classroom instruction.

        c. Compare and contrast "mainstreaming", "inclusion", and "full inclusion" approaches to educating exceptional learners.

d. List and describe examples of assistive technology designed to meet the needs of exceptional learners.

e. Explain the purpose and major components of an "individualized educational plan (I.E.P.)".

f. Cite the major support services available for disabled students and explain the role of each service.

g. Define the term "differentiation" and describe differentiated instruction in terms of content, process, and product.

Goal 3: Students will explore the relationship between variations in student intelligence and instructional practices.

Objectives-The student will:

a. Define the concept "intelligence" and describe commonly used measures of intelligence.

b. List and describe the eight types of intelligence according to Gardner's Theory of Multiple Intelligence.

c. Give examples of teaching strategies that address field dependent and field independent learners.

d. Evaluate instructional strategies' appropriateness for different learning styles.

Goal 4: Students will examine how culturally proficient instruction meets the needs of all students in the diverse classroom.

Objectives-The student will:

a. Identify groups in the United States that have not yet achieved full educational equity.

b. Discuss the importance of and methods for recognizing all perspectives in a diverse classroom.

c. Contrast the theory of cultural deficits with the cultural differences theory.

d. Describe approaches a teacher can take to increase his/her cultural awareness, particularly for those cultures represented in his/her school community.

e. Identify several instructional strategies designed to meet the needs of limited English proficiency (LEP) students in the classroom.

f. Discuss the importance of and methods for creating a gender-fair classroom environment and gender-fair curriculum.

Goal 5:   Students will analyze the development of a classroom climate and its impact on learning.

Objectives-The student will:

a. Define the term "classroom climate" and identify factors that influence climate in a classroom.

b. Describe the characteristics of a caring classroom climate and the impact on student motivation.

c. Outline how a positive learning environment is created through teacher and classroom organization including grouping of students, physical arrangement, and management of time and materials.

d. Differentiate among allocated time, time on task, academic learning time, and opportunity to learn.

e. Describe teacher and school-wide strategies for fostering positive relationships with students and their families.

UNIT II: Knowing the Content

Goal 1:   Students will examine the role of curriculum as the basis of coherent instruction.

Objectives-The student will:

a. Define the term "curriculum" and identify the typical components of a formal, written curriculum.

b. Identify the four curriculum content areas that all students experience.

c. Outline how a school system curriculum guide is organized and describe how each component of the guide assists teachers in planning instruction.

d. Define and distinguish between the "hidden", "explicit" and "null" curriculums.

e. Compare and contrast student-centered versus subject-centered curriculum.

f. Describe several different approaches to developing curriculum including essential questions, integrative, standards-based, and understanding by design.

Goal 2: Students will examine how a teacher creates long term plans for instruction and learning based upon knowledge of the curriculum aims, goals, and objectives.

Objectives-The student will:

a. Outline the purpose and placement of aims, content standards, goals, and objectives used in written curriculum and instruction.

b. Distinguish between general and behavioral objectives and write examples of each.

c. Contrast planning approaches of new teachers with those used by experienced teachers and explain how the novice teacher can improve planning.

d. Using sample content standards compose examples of goals and objectives for instruction.

e. Describe how the curriculum guide is used in the development of a unit plan.

f. Examine examples of unit plans at the elementary and secondary levels and list the typical components.

g. Distinguish between lateral (interdisciplinary) unit planning and vertical (disciplinary) unit planning.

Goal 3: Students will examine how a teacher creates daily plans for instruction and learning based upon knowledge of the curriculum aims, goals, and objectives.

Objectives-The student will:

a. Examine examples of lesson plans at the elementary and secondary levels and list the typical components.

b. Using sample lesson plans and classroom observations, cite examples of warm-up/motivational activities.

c. Discuss the value and importance of transition activities in lesson plans and cite several examples of transition activities from sample lessons and/or classroom observations.

d. Explain the purpose of a lesson summary or closure and cite several examples of lesson closure or summary activities from sample lessons and/or classroom observations.

e. Examine how differentiated instruction is addressed in daily lesson plans.

f. Given a curriculum guide, select a topic and develop a unit plan and a sequenced series of daily lesson plans.

Goal 4: Students will explore the different methods and purposes for measuring student learning.

Objectives-The student will:

a. Describe the importance of assessment as a component of instruction.

b. List examples of formal and informal assessments.

c. Compare and contrast qualitative and quantitative assessment practices including examples of when it is appropriate to use each practice.

d. Contrast the terms "assessment" and "evaluation" as they pertain to classroom teaching.

e. Define the term "standardized assessment" and list several examples of standardized assessments given in Howard County.

f. Describe the difference between a norm-referenced and a criterion-referenced test.

g. Define the terms "validity" and "reliability" as they refer to assessment.

h. Describe and give examples of the four types of objective test questions.

i. Discuss the value and appropriateness of essay questions and essay tests to measure student learning.

j. Identify and describe four different types of alternative assessment.

k. Compare and contrast holistic and analytic rubrics.

l. Cite the importance of multiple measures for measuring student learning.

Unit III: Knowing the Pedagogy

Goal 1: Students will identify and analyze direct instruction practices used by effective teachers.

Objectives-The student will:

a. Define the term "direct instruction" and list the sequential steps in the direct instruction model.

b. Explain when the use of direct instruction is most appropriate and cite its benefits and limitations.

c. Using sample lesson plans and classroom observations, cite examples of direct instruction elements.

d. Outline the steps in guided practice and describe the importance of each step.

e. Define the terms "prompts", "modeling", and "independent practice" and develop examples of each.

f. Discuss methods for encouraging student participation and response during direct instruction.

g. Using sample curriculum guides and unit plans, construct daily lesson plans based on the direct instruction model.

Goal 2: Students will identify and analyze indirect instruction practices used by effective teachers.

Objectives-The student will:

a. Define the term "concept learning" and describe how teachers plan and conduct concept lessons.

b. Define the term "inquiry learning" and describe how teachers plan and conduct inquiry lessons.

c. Define the term "problem-based learning" and describe how teachers plan and conduct inquiry lessons.

d. Explain when the use of indirect instruction is most appropriate and cite its benefits and limitations.

e. Using sample lesson plans and classroom observations, cite examples of indirect instruction.

f. Using sample curriculum guides and unit plans, construct daily lesson plans based on the direct instruction model.

g. Identify ways teachers can promote the goals of concept, inquiry, and problem-based learning in a culturally diverse classroom.

Goal 3: Students will identify and analyze cooperative learning practices used by effective teachers.

Objectives-The student will:

a. Explain the value of students working in groups to learn.

b. Define the term "cooperative learning" and describe how teachers plan and conduct cooperative learning activities.

c. Explain when the use of cooperative learning is most appropriate and cite its benefits and limitations.

d. Using sample lesson plans and classroom observations, cite examples of cooperative learning activities including jigsaw, think-pair-share, group investigation, and student learning teams.

e. Compare and contrast cooperative learning groups and collaborative learning groups.

f. After examining research on student achievement related to cooperative learning argue in favor of cooperative learning to promote student learning.

g. Discuss the classroom management challenges associated with cooperative learning activities.

h. Discuss effective methods for assessing and grading group assignments.

i. Using sample curriculum guides and unit plans, construct daily lesson plans based on the indirect instruction model.

j. Describe how the teacher's role in cooperative learning differs from the teacher's role in direct instruction

Goal 4: Students will identify and analyze questioning strategies used by effective teachers.

Objectives-The student will:

a. Explain the purpose of questions and cite several examples of effective questions from sample lesson plans and classroom observations.

b. Distinguish between convergent and divergent questions.

c. List and describe the different types of questions including attention-getting, recall, checking for understanding, structuring, redirecting, encouraging higher level thinking, allowing for expression of emotion.

d. Explain the question-asking sequence.

e. Using Bloom's taxonomy, formulate questions at increasing levels of complexity.

f. Define the term "wait time" and cite research relating wait time to student learning.

Goal 5: Students will examine classroom management techniques that result in student cooperation and involvement and the prevention of misbehavior.

Objectives-The student will:

a. Distinguish between classroom management and discipline and list the components of an effective classroom management plan.

b. Describe the five types of power teachers can use and discuss the pros and cons of each type.

c. List specific classroom times that lead to discipline problems and describe the major steps teachers can take to prevent these problems.

d. Describe the four stages of group development and discuss strategies teachers can use to promote group development during the first days of school.

e. Examine methods teachers use to establish, communicate, and enforce classroom rules and procedures.

f. Identify the different categories where classroom rules and procedures are needed and develop rules and procedures for each category.

Goal 6: The students will examine effective teacher responses to student misbehavior.

Objectives-The student will:

a. Compare and contrast the effectiveness of rewards and punishments in shaping student behavior.

b. Categorize student misbehaviors as mild, moderate, or severe and generate possible teacher responses and student consequences for each category.

c. Define the term "assertive discipline" and describe the actions teachers must take using this approach.

d. Cite verbal and nonverbal ways teachers can redirect misbehavior.

e. Describe how a teacher can communicate with and involve parents when a student misbehaves.

f. Compare and contrast humanist and applied behavior modification approaches to student misbehavior.

g. Develop a personal philosophy and plan for managing your classroom.

UNIT IV: Becoming a Teacher

Goal 1: The students will examine how technology is impacting teaching and learning.

Objectives-The student will:

a. Identify technologies that are currently being used by schools and school systems.

b. Outline the benefits from and the controversies surrounding the use of television as an instructional tool.

c. Compare and contrast the arguments for and against the use of computers in the classroom.

d. Describe the challenges to ensuring that all students have access to high-end technology.

e. Define the term "e-learning" and cite examples of e-learning available to students in Howard County.

f. Prepare a lesson plan which demonstrates the appropriate integration of technology in instruction.

Goal 2: The students will examine the self-knowledge necessary for becoming a teacher.

Objectives-The student will:

a. List specific personal qualities typically exhibited by effective teachers.

b. Describe him or herself as a learner including which types of learning activities and teacher approaches worked best and which did not work for them.

c. Analyze the role that self-knowledge plays in helping teachers be more effective in the classroom.

d. Discuss the important of reflection for the professional teacher.

e. Explain the meaning of "scientific basis for the art of teaching."

f. Explain how learning to teach is a developmental process and discuss the stages teachers go through as they progress from novice to expert status.

Goal 3: The students will examine methods for gaining practical experience for becoming a teacher.

Objectives-The student will:

a. Describe the importance and value of observing in classrooms.

b. Discuss the influence of observations on decisions about teaching.

c. Compare and contrast informal, qualitative, formal, and quantitative observation methods and tools.

d. Identify short and long term strategies students can use to gain experience and knowledge of teaching as a profession.