

**The College of Education and Behavioral Studies  
School of Education  
Houston Baptist University**

**Course Syllabus**

**EDUC 4311. Curriculum and Instruction in the Secondary School  
Spring 2014**

**COURSE DESCRIPTION**

EDUC 4311 Curriculum and Instruction in the Secondary School is designed to provide an integrated and in-depth understanding of principles of curriculum and instruction, as well as practical experiences in instructional design for secondary school contexts and learners. Multiple approaches to learning, the roles of teachers in the teaching-learning process, as well as current Texas state curriculum requirements and guidelines are explored. The effective use of media/technology is included. Field work is required.

**COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

This course is the first course a student in the teacher preparation program will take following admission to the Teacher Education Program. It serves as a prerequisite for future education courses the student will take in his/her certification area.

**DATE AND TIME OF CLASS MEETINGS:**

Monday and Wednesday: Field Observations from 8:30-10:30 a.m.

Tuesday and Thursday: Class Meetings from 9:30-10:45 a.m.

**ROOM NUMBER: H125**

**INSTRUCTOR INFORMATION**

Name/Title: Dr. Kaye Busiek

E-mail: kbusiek@hbu.edu

Office Phone: 281-649-3044

Office Location: H333

Office Hours: Monday and Wednesday (1:00-4:00); Tuesday and Thursday (1:00-3:00)  
Other times available by appointment.

**LEARNING RESOURCES**

Course Text(s):

Orlich, D.C., Harder, R. J., Callahan, R.C., Trevisan, M.S., & Brown, A.H. (2013). *Teaching strategies: A guide to effective instruction, tenth edition*. Wadsworth: Cengage Learning. ISBN 978-0-547-21293-7

## **RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY**

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help students acquire skills and knowledge necessary for effective teaching, including the creation of a supportive classroom atmosphere, ways to foster creative and critical thinking, appropriate interactions in the teaching/learning process. The courses are taught in a Christian environment and emphasize educational excellence, respect for all persons, personal growth, a sense of community, and service as the students are being prepared for the teaching profession.

## **RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

This course is an important part of the theoretical and skills-training required for students to become effective, ethical, responsible professionals in the field of teaching. In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course will accomplish the following:

1. Reinforce effective teaching practices through the field experience component with modeling and feedback from the mentor teacher and professor.
2. Provide lesson planning and instructional delivery opportunities that involve collegial planning and the use of district and state resources.
3. Address the issue of teaching as a Christian mission and calling.
4. Provide feedback and assessments that are consistent, challenging, fair, and aligned with the pedagogical standards that are required of Texas teachers.
5. Actively involve students in the learning with activities that address a variety of learning styles and instructional techniques.
6. Provide opportunities for students to develop interpersonal, communication, critical thinking, and technology skills.

## **RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES**

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

## **COURSE LEARNING OBJECTIVES**

Upon completion of this course, students should be able to:

1. Define curriculum and instruction and identify factors that influence them.
2. Conceptualize teaching and explain categories of teacher decision making.
3. Identify and explain the state curriculum requirements and apply to individual areas of specialization and/or certification.
4. Identify objectives/tasks for the cognitive, affective, and psychomotor domains; utilize Bloom's cognitive taxonomy to formulate/identify questions, goals, objectives, and activities.
5. Identify basic processes and tools used for instructional design and unit planning.
6. Identify the skills and knowledge necessary for classroom management and organization.
7. Identify the major elements of the lesson plan, and construct lesson plans and activities that apply principles of effective instruction, retention, transfer, development of communication skills, and higher level thinking.
8. Demonstrate knowledge of the relationship between student learning styles and teaching styles.
9. Identify the important principles necessary to assist students in developing concepts.
10. Use technology skills to research and communicate teaching resources.
11. Identify and apply various kinds of questions and optimal questioning techniques in the classroom.
12. Demonstrate skills in both long-term and short-term instructional design and planning.
13. Identify how various field school publications (i.e., report cards, calendar, and

parent notices), meetings, teacher duties, and specialized staff/faculty contribute to timely and successful learning opportunities for students.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

## **SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS**

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

### **TExES Competencies**

The following TExES Pedagogy and Professional Responsibilities (PPR) EC-12 competencies are addressed in part or in full in this course:

*Domain I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.*

*Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.*

*Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.*

*Competency 003 – The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.*

*Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.*

*Domain II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.*

*Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotion environment that is safe and productive.*

*Competency 006 – The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.*

*Domain III. The teacher implements effective, responsive instruction and assessment.*

*Competency 007 – The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.*

*Competency 008 – The teacher provides appropriate instruction that actively engages students in the learning process.*

*Competency 009 – The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.*

*Domain IV. The teacher fulfills professional roles and responsibilities.*

*Competency 011 – The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.*

### **IDA Standards.**

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

Knowledge Component:

A. Foundation concepts about Oral and Written Language

1. Identify the language processing requirements of proficient reading and writing
2. Identify other aspects of cognition and behavior that affect reading and writing.
3. Discuss reasonable goals and expectations for learners at various stages of reading and writing development.

E-6. Structured Language Teaching: Handwriting, Spelling, and Written Expression:

1. Explain the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).
2. Describe grade and developmental expectations for students’ writing in the following areas: mechanics and conventions of writing, composition, revision, and editing processes.

## TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Frames of Reference for Teaching
2. Focusing Instruction in a Social Kaleidoscope
3. Objectives, Taxonomies, and Standards for Instruction
4. Instructional Planning
5. Sequencing and Organizing Instruction
6. Managing the Classroom
7. The Process of Classroom Questioning
8. Small-Group Discussions and Cooperative Learning
9. Inquiry Teaching and Higher-Level Thinking
10. Classroom Assessment
11. Publications, Meetings, Duties, and Specialized Staff/Faculty at Field Schools

*The content of this outline and the attached schedule are subject to change at the discretion of the professor.*

## TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Teaching strategies will include lectures, demonstrations, simulations, class discussions, group exercises, role-playing, media creation and presentations, online postings, and microteaching activities.
2. Learning strategies will include reading, listening, discussing, observing students, tutoring, designing and implementing learning activities, teaching lessons, journaling, conferencing, and using technology.
3. Students will be asked to apply their learning through 40 hours of field work in a secondary school.

## ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

**Course Requirements.** See the agenda at the end of this syllabus for due dates.

Assignment <sup>1</sup>	Learning Objective(s)	Standards <sup>2</sup>	Point Value
Midterm Exam	1, 2, 3, 4, 6, 7, & 10	PPR: I, II, III	20%
Final Exam	8, 9, 10, 11, & 12	PPR: I, II, III, IV	20%
Discussion Assignments	2 through 13	PPR: I, II, III IV	10%
Year Plan	2 through 12	PPR: I, II, III IV	10%
Unit Plan	2 through 12	PPR: I, II, III IV	10%

Mock Lesson	2 through 12	PPR: I, II, III IV	5%
Fieldwork Reflective Journal	2 through 13	PPR: I, II, III IV	10%
Fieldwork Portfolio <ul style="list-style-type: none"> <li>• Technology Reflection</li> <li>• Questioning Survey</li> <li>• School Personnel Interview</li> <li>• School Duty Summary</li> <li>• School Meeting Summary</li> <li>• Completed Fieldwork Paperwork (see handbook)</li> </ul>	2 through 13	PPR: I, II, III IV	15%

<sup>1</sup> Descriptions and rubrics for assignments are included at the end of this document.

<sup>2</sup> These assignment/activities develop and/or assess state and national standards including TExES PPR.

### Grading Standards

#### **School of Education Undergraduate Grading Scale:**

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

### Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

### CLASS POLICIES

Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 8 absences occur, the course grade will be “F” no matter what test and paper scores might be. . In this course, special attendance policies apply to fieldwork. Because 36 hours of fieldwork is required to pass the course, students must make up hours missed. Make-up for missed fieldwork hours must be arranged with the student’s mentor teaching prior to the last required day of fieldwork.

#### Academic Accommodations:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties\_If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a

conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Late Work. Work is due in class on the day communicated by the professor. If a student has a documented, excused reason for not being in class, an assignment may be turned in during the next class session with no grade penalty. In all other cases, a penalty of 10 points will be subtracted from the grade for each day it is late (the weekend counting as one day). Assignments will be accepted by email or outside of class only with the approval of the professor.

Missed Tests. Makeup exams will be given only for reasons beyond the control of the student (illness, death of the family, etc.) when the professor is notified prior to the scheduled test session. Makeup exams must be completed as soon after the scheduled exam date as possible. Generally, they will not be the same exam given in class. No exams other than the final exam may be taken after the last day of class.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. The use of personal laptop computers is only permitted at appropriate times when class note taking is beneficial or when the professor allows their use during activities and presentations. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

**Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.**

**PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS**

*Dr. Kaye Busiek*

*July 4, 2014*

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Instructor's Signature

Date



**EDUC 4311 Curriculum & Instruction in the  
Secondary School  
TENTATIVE SCHEDULE**

**Textbook:** Teaching Strategies-TS

*\* Changes to the tentative agenda will be made as warranted by the professor with timely student notification.*

<b>Class Date or Meeting:</b>	<b>Topic:</b>	<b>Assignment:</b>	<b>Due:</b>
August 26	Course Overview	Begin reading Chap. 1. Read Syllabus.	Choose grade level choices for field observations. <i>Criminal History Form</i>
August 28	Chapter 1 ( <i>Frames of Reference for Teaching</i> )	TS-Chap.1	<i>Course Acknowledgements</i>
September 2	Chapter 2 ( <i>The Big Picture in Your Classroom: Focusing the Instruction in a Social Kaleidoscope</i> )	TS-Chap.2	Discussion 1 ( <i>TEA Website and TEKS</i> )
September 4	Chapter 2 Discuss Field Work Packet Discuss Portfolio	TS-Chap.2	
September 9	Chapter 11 ( <i>Managing the Classroom</i> )	TS-Chap.11	Discussion 2 ( <i>Classroom Management</i> )
September 11	Chapter 11	TS-Chap.11	
September 16	Chapter 3 ( <i>Teaching Diverse Learners in Inclusive Classrooms</i> )	TS-Chap.3	Discussion 3 ( <i>Diverse Learners</i> )
September 18	Chapter 3	TS-Chap.3	
<b>September 22 (Monday)</b>	<b>First Day in Schools</b>	<b>See field packet for responsibilities related to field observations.</b>	
September 23	Chapter 4 ( <i>Objectives, Taxonomies, and Standards for Instruction</i> )	TS-Chap.4	Discussion 4 ( <i>Goals and Objectives</i> )
September 25	Chapter 4	TS-Chap. 4	
September 30	Chapter 4	TS-Chap. 4	Discussion 5 ( <i>Instructional Planning</i> )

October 2	Chapter 5 ( <i>Mastering Instructional Planning</i> ) Discuss Technology Assignment	TS-Chap. 5	
October 7	Chapter 5 (Working Session for Group Yearly Plan)	TS-Chap. 5	Group Yearly Plan (Oral progress report. No written plan due.)
October 9	Chapter 5 Review for Midterm	TS-Chap. 5 Review Chapters 1-5 & 11	Technology Assignment
October 14	<b>Midterm</b>		
October 16	Chapter 6 ( <i>Sequencing and Organizing Instruction</i> )		
October 21	<b>Group Yearly Plan Presentations</b> Chapter 6 Discuss Unit Plan Project	TS-Chap. 6	Group Yearly Plan (Final)
October 23	Chapter 6 Discuss Questioning Survey	TS-Chap. 6	
October 28	Chapter 7 ( <i>Classroom Assessment</i> ) Discuss Field Interviews and Summaries	TS-Chap. 7	
October 30	Chapter 7 Discuss Mock Lessons	TS-Chap.7	
November 4	Chapter 8 ( <i>The Process of Classroom Questioning</i> )	TS-Chap.8	Unit Plan (Oral progress report. No written plan due.)
November 6	Chapter 8	TS-Chap.8	
November 11	Chapter 9 ( <i>Small-Group Discussions and Cooperative Learning</i> )	TS-Chap. 9	Questioning Survey
November 13	<b>Unit Plan Presentations</b> Chapter 9	TS-Chap. 9	Unit Plan (Final)
November 18	Chapter 10 ( <i>Inquiry Teaching and Higher Level Thinking</i> )	TS-Chap.10	

<b>November 19 (Wednesday)</b>	<b>Last day in schools</b>	<b>Collect the 2 fieldwork assessment forms. Complete your form. Leave a thank you note for your teacher and the principal.</b>	
November 20	Chapter 10	TS-Chap. 10	
November 25	Mock Lessons		Mock Lessons
December 2	Mock Lessons	Work on portfolio compilation Review Chapters 6-10	Mock Lessons
December 4	Mock Lessons	Work on portfolio compilation Review Chapters 6-10	Mock Lessons Portfolio
Final (TBD)	<b>Final Exam</b>		

## COURSE ACKNOWLEDGEMENTS

### Syllabus Statement

I am aware of all topics described in the course syllabus . These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

### Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

### DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

**Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30\***

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	<b>1. Reading Instruction</b> : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations )	
II, IV	<b>2. Code of Ethics</b>	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: <a href="http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC">http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC</a>	Final Exam
I, II, III	<b>3. Child Development</b>	A variety of theories for child development.	Midterm
I, II, III	<b>4. Motivation</b>	A variety of theories & methods appropriate for teaching motivation.	Final Exam
I, II, III	<b>5. Learning Theories</b>	A variety of learning theories	Midterm
I, III	<b>6. TEKS Organization,</b>	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	<i>Incorporated into their Unit Plan, Yearly Plan, and Lessons Plans.</i>
I, III	<b>7. Content TEKS</b>		<i>Incorporated into their Unit Plan, Yearly Plan, and Lessons Plans.</i>
I, II, IV	<b>8. State Assessment of Students &amp; STAAR: Testing,</b>	Requirements , responsibilities, scoring, analysis & use of results <a href="http://www.tea.state.tx.us/student.assessment/staar/">http://www.tea.state.tx.us/student.assessment/staar/</a>	
I, II, III	<b>9. Curriculum Development &amp; Lesson Planning</b>	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	<i>Midterm, Teaching of Lesson in Field, Mock Lesson, Journaling, Yearly Plan, Unit Plan</i>
I, III	<b>10. Classroom Assessment and Diagnosing Learning Needs</b>	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	<i>Teaching of Lesson in Field; Final Exam</i>
II, IV	<b>11. Classroom Management</b>	A variety of theories & methods appropriate for teaching classroom management.	Midterm
I, II, III, IV	<b>12. Special Populations</b> ELPS—English Language Proficiencies <a href="http://ritter.tea.state.tx.us/curriculum/biling/elps.html">http://ritter.tea.state.tx.us/curriculum/biling/elps.html</a> National Assoc. for Gifted Children Teacher Knowledge and Skills <a href="http://www.nagc.org/index2.aspx?id=1863">http://www.nagc.org/index2.aspx?id=1863</a> TEA website resources <a href="http://ritter.tea.state.tx.us/special.ed">http://ritter.tea.state.tx.us/special.ed</a>	<b>A. ESL/ Bilingual /ELPS</b> : Learning strategies , Listening ,Speaking , Reading & Writing	<b>Lesson Plans, Journaling, and final Exam</b>
		<b>B. G/T:</b> Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	<b>Lesson Plans, Journaling, and final Exam</b>
		<b>C. Special Education:</b> Acronyms/Terms , Modifications/ Accommodations, Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	<b>Lesson Plans, Journaling, and final Exam</b>
III, IV	<b>13. Parent Conferencing and Communication Skills</b>	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	Portfolio (i.e. use of written parent communications)
I, III	<b>14. Instructional Technology</b> <a href="http://www.sbec.state.tx.us/SBECOnline/stantest/edstancertfieldlevl.asp">http://www.sbec.state.tx.us/SBECOnline/stantest/edstancertfieldlevl.asp</a>	<b>SBEC Technology Standards for All Teachers</b> 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	<b>Incorporated Into Lesson Plans taught in class and in field placement</b>
I, III, IV	<b>15. Pedagogy/ Instructional Strategies</b>	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. <a href="http://olc.spsd.sk.ca/DE/PD/instr/index.html">http://olc.spsd.sk.ca/DE/PD/instr/index.html</a>	Midterm and Final Exams
I, II, III	<b>16. Differentiated Instruction</b>	A variety of instructional strategies suitable for differentiating instruction.	Final Exam

IV			
IV	<b>17. Certification Test Preparatio</b> (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests <a href="http://www.texas.ets.org">www.texas.ets.org</a>	
<b>TAC §228.35 &amp; H.B. 2012 Requirements</b>			
I,	<b>Dyslexia:</b> Detection and education of students with dyslexia <a href="#">[TAC RULE §228.35 (4)]</a>	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia <a href="#">Dyslexia Informational Power Point</a> <a href="#">Dyslexia Handbook - English (PDF, 2.45 MB, outside source)</a>	
IV	<b>Legal &amp; Employment Issues</b>	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	<b>Status of HBU program</b>	Pass rates & accreditation status	
IV	<b>Teacher &amp; principal evaluation</b> <b>PDAS:</b> <a href="http://www4.esc13.net/pdas/">http://www4.esc13.net/pdas/</a>	PDAS,:the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal.; the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	<b>Skills &amp; Expectations of Educators</b>	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	Year Plans, Unit Plans, and Lesson Plans

Yearly Plan Description  
EDUC 4311 Curriculum & Instruction in the  
Secondary School

1. Form a **group or partnership** with students seeking the same or similar certification. Students could have different subject certifications at the upper grades or all-level and still work together. Groups of 2 or 3 work best.
2. Exchange **communication information** with group members. You may decide to use the Blackboard email for the course. If so, members must remember to check their Blackboard email.
3. Divide up responsibilities; however, each group member must plan at least a **9 week section** of the Yearly Plan.
4. Decide on a **grade level** to focus on.
5. All members of the group should thoroughly read the TEKS for the grade and subject.
6. Consult with your **mentor teacher** on references. How do they plan their curriculum for the year?
7. Alief ISD has a  **pacing guide** found by going to their home page at <http://www.alief.isd.tenet.edu/Default.htm> . Other districts have pacing guides, curriculum planning guides, or similarly-named planning guides for teachers.
8. Use the **yearly plan schedule format** posted in Course Content on Blackboard to assist you when you create the schedule.
9. Decide who is doing the **1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> 9 weeks**. For a partnership, one person does the fall semester planning and one does spring.
10. Each unit should be **about 10 days** in length. A little shorter or longer is okay. Each unit should be guided first by the TEKS, and then by the calendar. Remember to include **review time** and **assessments** in academic subjects.
11. The **HBU library** contains school textbooks on the second floor for reference that you are allowed to check out. You are required to use a textbook and bring it on the days that Yearly Plans are due.
12. **Keep in contact** with your group members to assess progress and compare.
13. Try to complete as much as possible by the **draft due date**. This will give you guidance and feedback on your progress.
14. Ask your mentor teacher for **feedback** on your planning.

Yearly Plan Grading Rubric  
EDUC 4311 Curriculum & Instruction in the  
Secondary School

Name \_\_\_\_\_ Score \_\_\_\_\_

- \_\_\_\_\_ 1. **Title Page** (10 points) Include the names of student(s) who prepared the Plan; the semester and year; the subject and grade level; textbook/curriculum guide/pacing guide/other resources used; *Houston Baptist University*; instructor's name; course name.
- \_\_\_\_\_ 2. **General Goals** (10 points) List general goals for the entire course.
- \_\_\_\_\_ 3. **Summary Paragraph and TEKS** (10 points) Along with a copy of the TEKS for this course, include a summary paragraph which answers the question, "What, in general, is included in this course?"
- \_\_\_\_\_ 4. **Statement of Fit into the Curriculum for this Subject/Course.** (10 points) What were students required to do/know the previous year? What can I expect them to know coming into your classroom? What will students be required to do/know next year? How does this course/subject relate to other subjects the students are currently taking?
- \_\_\_\_\_ 5. **Rationale** (20 points) Why, in general, should students study this subject area? What are some practical examples of how this course will benefit students in life? What jobs (employment) will students be better suited for by studying this subject? How will this course/subject help students in future schooling, including college or important tests?
- \_\_\_\_\_ 6. **Course Outline/Yearly Schedule** (40 points) **[This item should be created on a matrix/chart.]**
- All basic parts included appropriately for each unit: Dates, Time, Title, Summary of Major Topics, Textbook Pages/Chapters, TEKS
  - 5 days of review included per semester



- Each unit about 10 pages in length
- Testing time appropriately included
- Units appropriately divided by key holiday/professional development breaks (as indicated on the current Alief ISD Calendar)

**General Characteristics [These characteristics are expected as minimal standards for acceptability. Penalties are assessed for their absence.]**

- Neatness
- Clarity
- Organization
- Copy of *Yearly Plan Grading Rubric* submitted with Plan

## Unit Plan Description EDUC 4311 Curriculum & Instruction in the Secondary School

In developing a 10-day Unit Plan, you may consider any of the following resources to help you: your mentor teacher (at your field school), the Internet, the Curriculum and/or Pacing Guides from a local school district (on their website), the course text, the library (student textbooks and other resources) , and the sample unit that will be provided. Do not plagiarize (copy a unit or any other information exactly from the source). Adapt and revise as you go. A textbook may be used, but a unit is more than just marching through a textbook/workbook in sequence. Try to create an interesting set of learning activities that will keep your students engaged and active for the two-week period.

1. **Select a theme or topic related to the TEKS for a chosen grade level.** Consider the following when making your choice of theme or topic:
  - Start with a “big question” or idea (money, weather, Revolutionary War).
  - Determine why this unit is important and what connections it has for students.
  - Brainstorm for student activities (individual and group), resources, and materials.
  - Select a centerpiece (a video, a novel, a war, a painting, a social condition).
  - List possible activities that will involve your students.
  - Write down the essential skills emphasized.
  - Plan modeling and instruction for the concepts students will need to be successful.
  - Decide how student work will be assessed.
  - Consider the time elements involved for instruction, activities, review, and assessments.
  - Construct introductory activities and possible end-project assignments.
  - Reflect on whether or not the unit is in line with best practice and with your philosophy of teaching.
2. **Plan a unit that will last for about two weeks (10 days) that is based on the theme or topic chosen for your chosen grade level.**

Present the 10-day plan in a matrix that will be provided for you. It includes (Day, Title, Description of Activities, Objectives, TEKS, and Resources/Textbook Pages).

3. **Fully develop lesson plans for any 3 days.** Use the *HBU Lesson Plan Format* to plan 3 days (of the 10) for your unit. The lesson plans do not have to be sequential. The format is provided in this syllabus.
4. **You will teach a portion of one lesson plan to the class.** Use the *Modified Lesson Plan for 10-Minute Mock Teaching Assignment* sheet provided for you in this syllabus to prepare your lesson.
5. **Refer to the *Unit Plan Grading Rubric* for the components and organization of this unit plan.**

### Unit Plan Grading Rubric EDUC 4311 Curriculum & Instruction in the Secondary School

Name \_\_\_\_\_ Score \_\_\_\_\_

5 points \_\_\_\_\_ **Title Page** (10 points) Include your name; the semester and year; the unit name; the subject and grade level; the textbook/curriculum guide/pacing guide/other resources used; *Houston Baptist University*; instructor's name; course name.

15 points \_\_\_\_\_ **Rationale** – Write a few paragraphs describing what you hope to accomplish with this unit. Why should students study this topic? Include examples of how the information and skills learned will be used in life as well as in school.

40 points \_\_\_\_\_ **Unit Time Table** - Create a chart listing the day (e.g., "Day 1, Day 2), the name of the lesson, the activities, the objectives, the TEKS (referenced by number), and the resources used. Resources include teaching manuals/books, student textbooks/workbooks, math manipulatives, art materials, microscopes, pictures, audio/visual equipment, SmartBoards, document cameras, computers, white board—any tangible item that is used to prepare or execute the lesson. Do this for 10 days, even though you will only write out detailed lesson plans for three days.

10 points \_\_\_\_\_ **Non-traditional teaching aids** – Explain in a few paragraphs how you will plan to use non-traditional teaching methods in your unit. These may include field trips, guest speakers, drama productions, skits, projects, debates, use of costumes, demonstrations, etc. These will be listed in the “activities” section of your *Unit Time Table*.

30 points \_\_\_\_\_ **Lesson Plans** - Provide detailed lesson plans for three days of the unit. ***Think about integrating technology, using some type of cooperative learning, or including inquiry in your lessons.*** Be sure to include any modifications as needed for special populations in the classroom (English Language Learner, Special Education, Gifted and Talented).

**General Characteristics [These characteristics are expected as minimal standards for acceptability. Penalties are assessed for their absence.]**

- Neatness; Clarity; Organization; Copy of *Unit Plan Grading Rubric* submitted with Plan

**Houston Baptist University  
College of Education and Behavioral Sciences  
Lesson Plan Format**

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Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Time Estimate: \_\_\_\_\_

Unit: \_\_\_\_\_ Topic: \_\_\_\_\_

Goal(s): \_\_\_\_\_

Objective(s): \_\_\_\_\_ TEKS: \_\_\_\_\_

Materials/Resources/Technology needs: \_\_\_\_\_

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**Instructional Procedures**

Focusing Event: \_\_\_\_\_

Teaching/ Learning Procedures: \_\_\_\_\_

Formative Check(ongoing or specific):

Reteach (alternative used as needed):

Closure:

Assessment/Summative Evaluation:

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Modifications/Notes:

Modified Lesson Plan for  
10-Minute Mock Teaching Assignment  
EDUC 4311 Curriculum & Instruction in the  
Secondary School

**(1-2 minutes) Focusing Event (10 points)**

(Be prepared to begin your lesson by asking us 1 or more questions to which we respond orally or in writing. Don't forget to "frame" the questions by 1) asking, 2) waiting, 3) calling on volunteers and non-volunteers.)

**(2-3 minutes) Teacher Input (40 points)**

(This is where you present the core information for the lesson. This is all we need to get a really good start on our guided practice—using the information you presented.)

(2-3 minutes) **Guided Practice (40 points)**

(This is where you ask us to use the information you just presented. You are providing formative feedback by allowing us to work together and/or by circulating among us to help us as we practice. You may have to stop this part before everyone is finished.)

(1-2 minutes) **Closure (10 points)**

(Keep an eye on your timekeeper. When you see there's 2 minutes left, stop guided practice and begin closure. Here's where you conclude the lesson by having us do some type of summary activity. You could again ask us a few questions, have us work one more math problem, have us write a journal entry stating what we learned today, or in any other way ensure that each one of us rethinks today's lesson.)

**EDUC 4311 Curriculum & Instruction in  
The Secondary School  
Questioning Strategies Analysis Instrument**

*Listen to a teaching session or sessions conducted by your mentor teacher. Use a tally mark system (under the type of question) to classify the types of questions asked. Total each area. You are required to have tallies for at least 20 questions, but you are encouraged to listen to, and tally, as many questions as you can. Figure and record the percentages of each type of question asked.*

**1. Types of questions**

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**a. Knowledge (*Remembering*)**

**Total = \_\_\_\_\_**

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**b. Comprehension (*Understanding*)**

**Total = \_\_\_\_\_**

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**c. Application (*Applying*)** **Total = \_\_\_\_\_**

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**d. Analysis (*Analyzing*)** **Total = \_\_\_\_\_**

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**e. Evaluation (*Evaluating*)** **Total = \_\_\_\_\_**

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**f. Synthesis (*Creating*)** **Total = \_\_\_\_\_**

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**Total number of questions = \_\_\_\_\_**

<b>Knowledge</b>	_____	%
<b>Comprehension</b>	_____	%
<b>Application</b>	_____	%
<b>Analysis</b>	_____	%
<b>Evaluation</b>	_____	%
<b>Synthesis</b>	_____	%

## 2. Wait-Time

Record **the amount of time in seconds** between a teacher's question and the next teacher or student statement on the line provided (example: 2,1,1,2,3,....).

**Wait time stops when:** (1) the teacher calls on a student to respond, (2) the teacher allows a student to respond without being called upon, (3) the teacher answers the question, (4) the teacher offers a hint or clue related to the answer, **OR** (5) the teacher restates the question. Do this for at least 20 questions.

Wait time numbers by seconds:

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Average of wait time tallies: \_\_\_\_\_



Student		
Assessment of the Field Experience by the Mentor Teacher	5	
Assessment of the Field Experience by the HBU Student	5	
Questioning Strategies Analysis Instrument	10	
Technology Assignment	5	
School Calendar	5	
Sample of Parent Communication from the Teacher (student names removed)	5	
Sample of School Communication to Parents, Faculty, or Staff	5	
Sample of Progress Report or Report Card (student names removed)	5	
Interview of School Specialist/Staff/Faculty/Administrator	10	
Cafeteria, Recess, or Other "Duty" Experience	10	
Campus Meeting	10	

Total Points Earned - \_\_\_\_\_