# Course Details and Selected Assignments: Standard 4: Content Knowledge

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## Course: Introduction to Teaching for those without classroom experience (prior to Intern Teaching)

### Course Learning Outcomes

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| --- |
| **CLO** |
| **CLO1:** Plan a classroom management system with appropriate components for your classroom setting. |
| **CLO2:** Identify specific differentiation strategies to meet the needs of diverse learners in your classroom. |
| **CLO3:** Design a lesson plan that addresses the needs of diverse learners in your classroom. |
| **CLO4:** Design a unit plan that addresses the needs of diverse learners in your classroom. |
| **CLO5:** Analyze the effectiveness of an observed teaching segment in meeting the needs of students. |
| **CLO6:** Formulate a plan to seek support for areas of relative strength and weakness. |

### Course Structure

**Course Overview**

[Week 1: Classroom Management 14](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566031)

[Week 2: Classroom Culture 20](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566032)

[Week 3: Teaching Special Populations 24](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566033)

[Week 4: Lesson Planning 28](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566034)

[Week 5: Unit Planning 32](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566035)

[Week 6: Intern Teaching Responsibilities 36](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566036)

[Week 7: Reflection 39](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566037)

[Week 8: Looking Ahead 41](file:///Z:\Arizona\Round%202\FIGs\EDU6003%20Faculty%20Instructional%20Guide.docx#_Toc464566038)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Introductions | End of Week 1 | Administrative Assignments | 5 |
|  | Discussion: Rewards & Consequences | End of Week 1 | Response to Reading Discussions | 7 |
|  | Discussion: Video Observations | End of Week 1 | Resource Sharing Discussions | 7 |
|  | Assignment: Classroom Rules | End of Week 1 | Application to Classroom Assignments | 15 |
| **Week 2** | |  |  |  |
|  | Discussion: First Impressions | End of Week 2 | Response to Reading Discussions | 7 |
|  | Discussion: Grouping & Seat Assignments | End of Week 2 | Resource Sharing Discussions | 7 |
|  | Assignment: Teaching Routines | End of Week 2 | Application to Classroom Assignments | 15 |
| **Week 3** | |  |  |  |
|  | Assignment: Placement Survey | End of Week 3 | Administrative Assignments | 5 |
|  | Discussion: Subsets of Special Populations | End of Week 3 | Response to Reading Discussions | 7 |
|  | Discussion: Resources for ELL/SN/GATE | End of Week 3 | Resource Sharing Discussions | 7 |
|  | Assignment: ELL/SN/GATE Strategies | End of Week 3 | Application to Classroom Assignments | 15 |
| **Week 4** | |  |  |  |
|  | Discussion: Standards-Based Teaching | End of Week 4 | Response to Reading Discussions | 7 |
|  | Discussion: Content Resources | End of Week 4 | Resource Sharing Discussions | 7 |
|  | Assignment: Lesson Plan | End of Week 4 | Application to Classroom Assignments | 30 |
| **Week 5** | |  |  |  |
|  | Discussion: Planning Instructional Time | End of Week 5 | Response to Reading Discussions | 7 |
|  | Discussion: Hooks | End of Week 5 | Resource Sharing Discussions | 7 |
|  | Assignment: Two-Week Unit Plan | End of Week 5 | Application to Classroom Assignments | 22 |
| **Week 6** | |  |  |  |
|  | Assignment: Classroom Observations | End of Week 6 | Application to Classroom Assignments | 15 |
|  | Assignment: Self-Evaluation on the Standards | End of Week 6 | Reflections | 5 |
| **Week 7** | |  |  |  |
|  | Assignment: Maintaining Balance Reflection | End of Week 7 | Reflections | 5 |
|  | Assignment: Support Networks Reflection | End of Week 7 | Reflections | 5 |
| **Week 8** | |  |  |  |
|  | Assignment: Preparation Self-Assessment Reflection | End of Week 8 | Reflections | 5 |
|  | Assignment: Looking Ahead Reflection | End of Week 8 | Reflections | 5 |
| **Total Points** | |  |  | **100** |

### Textbooks

Freeman, Y., Freeman, D. & Ramirez, R. (2008). *Diverse learners in the mainstream classroom: Strategies for supporting ALL students across content areas.* Portsmouth, NH: Heinemann.

ISBN: 978-0325013138

Jones, F., & James, P. (2007). *Tools for teaching: Discipline, instruction, motivation.* (2nd ed.). Santa Cruz, CA: Fredric H. Jones & Associates, Inc.

ISBN: 978-0965026321

Wong, H., & Wong, R. (2009). *First days of school: How to be an effective teacher.*Mountain View, CA: Harry K. Wong Publishers, Inc.

ISBN: 978-0976423317

### Example Assignments

|  |  |
| --- | --- |
| **Discussion: Standards-Based Teaching** | 4.1 |
| The readings this week have you spending time familiarizing yourself with content standards for your content area and grade level.  **Select** one of the following prompt sets:   * Prompt #1: Arizona Standards – ELA:   + Do you feel the standards adequately cover the key ideas, skills, and processes for your content area? Why or why not?   + How do the standards build upon one another from one grade level to the next?   + How can the standards help you with lesson and unit planning? * Prompt #2: Arizona Standards - Math:   + Do you feel the standards adequately cover the key ideas, skills, and processes for your content area? Why or why not?   + How do the standards build upon one another from one grade level to the next?   + How can the standards help you with lesson and unit planning? * Prompt #3: Modifying standards   + Which would you prefer -- to modify a grade level standard or to use a standard from a lower grade level? Why?   + What is an example of how you could modify a grade level standard to meet the needs of a particular student?   + What are the challenges to modifying standards?   **Post** a response to your selected prompt set in the Standards-Based Teaching discussion forum by Wednesday.  **Rename** the title of your response as the prompt number you are addressing and your name.  **Cite** specific examples, in agreement or disputing, of how the readings informed your views.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, reply to peers that responded to the same prompt set as you and have not yet received feedback from a classmate. | |

## Course: Educational Foundations

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Build a philosophical foundation for teaching and translate these beliefs into effective practice in the multicultural and multilingual classroom. |
| **CLO2:** Identify significant historical events and trends in America’s and Arizona’s public education. |
| **CLO3:** Apply methods for designing classroom instruction and lesson planning to address the dynamic nature of the learning process and student’s readiness for learning |
| **CLO4:** Formulate instructional objectives grounded in state standards as the basis for classroom activities. |
| **CLO5:** Determine effective methods to plan and carry out curriculum development grounded in state standards on a short- and long-term basis. |
| **CLO6:** Design a comprehensive classroom management system for the diverse classroom |
| **CLO7:** Develop implementation strategies to insure gender and ethnic equity in the classroom. |

### Course Structure

**Course Overview**

[Week 1: Philosophy on Teaching 14](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465146)

[Week 2: Principles, Theories, Concepts, & Practice 17](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465147)

[Week 3: Teaching for Meaningful Learning 20](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465148)

[Week 4: Developmentally Appropriate Practice 22](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465149)

[Week 5: Classroom Management 24](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465150)

[Week 6: Teaching Diverse Learners 26](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465151)

[Week 7: Teaching Diverse Learners continued 28](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465152)

[Week 8: Good Teaching 30](file:///Z:\Arizona\Round%202\FIGs\EDU6004%20Faculty%20Instructional%20Guide.docx#_Toc443465153)

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| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Remembering a Teacher |  | Discussion | 2 |
|  | Assignment: Being a Good Teacher |  | Paper | 4 |
|  | Assignment: Teaching Auto-Ethnography |  | Paper | 4 |
| **Week 2** | |  |  |  |
|  | Discussion: Education Reform |  | Discussion | 2 |
|  | Assignment: Parts of the Curriculum |  | Paper | 4 |
|  | Assignment: Codes of Power |  | Paper | 4 |
|  | Assignment: Responsible Pedagogy |  | Paper | 8 |
| **Week 3** | |  |  |  |
|  | Discussion: How People Learn (HPL) |  | Discussion | 2 |
|  | Assignment: Lesson Plan |  | Paper | 12 |
| **Week 4** | |  |  |  |
|  | Discussion: Educational Objectives |  | Discussion | 2 |
|  | Assignment: Child Development |  | Paper | 4 |
| **Week 5** | |  |  |  |
|  | Discussion: Managing Behavior |  | Discussion | 2 |
|  | Assignment: Classroom Management Plan |  | Paper | 8 |
| **Week 6** | |  |  |  |
|  | Discussion: Culturally Responsive Pedagogy |  | Discussion | 2 |
|  | Assignment: The Trouble with Black Boys |  | Paper | 10 |
| **Week 7** | |  |  |  |
|  | Discussion: Queer Theory |  | Discussion | 2 |
|  | Assignment: Model Minority |  | Paper | 10 |
| **Week 8** | |  |  |  |
|  | Discussion: Course Reflection |  | Discussion | 2 |
|  | Assignment: Good Teaching Ideologies |  | Paper | 16 |
| **Total Points** | |  |  |  |

### Textbooks

Darling-Hammond, D. & Bransford, J. (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. San Francisco, CA: Jossey-Bass.

ISBN: 978-0787974640

Rose, M. (1995). Possible lives: The promise of public education in America. New York, NY: Penguin Books.

ISBN: 978-0140236170

### Example Assignments and Rubrics

**Week 3: Teaching for Meaningful Learning**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Determine how to effectively apply the How People Learn (HPL) framework in lesson planning. | CLO3 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 3.1 |
| ***Preparing Teachers for a Changing World***   * Ch. 1: Introduction, pages 34–37 * Ch. 2: Theories of Learning and Their Roles in Teaching * Ch. 8: Assessment | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: How People Learn (HPL)** | 3.1 |
| **Respond** to the following prompts in the How People Learn discussion forum by Wednesday:   * What are the four overlapping lenses of the HPL framework that can be used to enhance any learning situation? * Provide and explanation and your own unique example of each.   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

|  |  |
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| **Assignment: Lesson Plan** | 3.1 |
| **Develop** a comprehensive lesson plan, in your subject or a subject of your choice, using the Lesson Plan document.  **Complete** each section in the Lesson Plan document thoroughly.  **Submit** your Lesson Plan by Sunday. | |

**Week 6: Teaching Diverse Learners**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Determine how to approach cultural diversity in a classroom management plan. | CLO6, CLO8 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 6.1 |
| ***Preparing Teachers for a Changing World***  Ch. 7: Teaching Diverse Learners | |
| ***Alliant Library***  Noguera, P. A. (2003). [The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African American males](http://0-uex.sagepub.com.library.alliant.edu/content/38/4/431.full.pdf+html). *Urban Education*, 38(4), 431-459. | |

|  |  |
| --- | --- |
| **Discussion: Culturally Responsive Pedagogy** | 6.1 |
| **Respond** to the following prompts in the Culturally Responsive Pedagogy discussion forum by Wednesday:   * What is Culturally Responsive Pedagogy? * What does it have to do with classroom management?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

## Course: Applied Linguistics Seminar: Content Area Reading

### Course Learning Outcomes

|  |
| --- |
| **CLO** |
| **CLO1:** Explain the basic principles, theory, and practices of second language acquisition and influencing factors on proficiency levels as they relate to reading development. |
| **CLO2:** Explain the process of English Language development (ELD) and English Language Arts (ELA) standards as they relate to content area reading. |
| **CLO3:** Analyze the English Language Arts (ELA) standards specific to the two areas of reading (literature and informational text). |
| **CLO4:** Determine student levels of reading proficiency, and familiarity with state and district adopted programs designed to address the lowest levels of proficiency. |
| **CLO5:** Interpret informational ‘reading to learn’ secondary literacy strategies that cross all content areas. |
| **CLO6:** Analyze methods and strategies used to integrate reading with writing, listening, and speaking. |

### Course Structure

**Course Overview**

[Week 1: Multiple Literacies 14](#_Toc455151808)

[Week 2: Reading Comprehension 17](#_Toc455151809)

[Week 3: Comprehension Strategies 20](#_Toc455151810)

[Week 4: Vocabulary 22](#_Toc455151811)

[Week 5: General Principles of Writing 26](#_Toc455151812)

[Week 6: Emerging Technologies 29](#_Toc455151813)

[Week 7: Representing Thinking 32](#_Toc455151814)

[Week 8: Lifelong Learning 34](#_Toc455151815)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Motivation, Engagement, & Teaching |  | Discussion | 14 |
|  | Discussion: Literacy |  | Discussion | 14 |
| **Week 2** | |  |  |  |
|  | Discussion: Good Readers |  | Discussion | 14 |
| **Week 3** | |  |  |  |
|  | Discussion: Reading Comprehension Strategies |  | Discussion | 14 |
| **Week 4** | |  |  |  |
|  | Discussion: Vocabulary |  | Discussion | 14 |
|  | Discussion: Diversity |  | Discussion | 14 |
|  | Assignment: Journal Articles |  | Assignment | 30 |
| **Week 5** | |  |  |  |
|  | Discussion: Journal Assignment |  | Discussion | 14 |
|  | Discussion: Promoting Writing |  | Discussion | 14 |
|  | Assignment: Lesson Plan |  | Assignment | 40 |
| **Week 6** | |  |  |  |
|  | Discussion: Technology |  | Discussion | 14 |
|  | Assignment: Field Work |  | Assignment | 50 |
| **Week 7** | |  |  |  |
|  | Discussion: Alternative Forms |  | Discussion | 14 |
| **Week 8** | |  |  |  |
|  | Discussion: Professional Development |  | Discussion | 14 |
|  | Course Project: WebQuest |  | Course Project | 100 |
|  | Discussion: Course Project |  | Discussion | 12 |
| **Total Points** | |  |  | **386** |

### Textbook and Resources

McLaughlin, M. (2015). *Content Area Reading Teaching and Learning for College and Career Readiness*. (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

ISBN: 9780133520668

IRIS Center Resources: <http://iris.peabody.vanderbilt.edu/>

The Carnegie Corporation of New York: <http://carnegie.org/>

Arizona K-12 Standards: <http://www.azed.gov/standards-practices/>

Current research on Discipline Practices

<http://educationnorthwest.org/resources/discipline-disparities-implications-school-practice-and-policy>

### Example Assignments and Rubrics

**Week 4: Vocabulary**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Analyze a variety of approaches for teaching vocabulary. | CLO6 |
| * 1. Analyze strategies for comprehension and vocabulary development in the content areas. | CLO5, CLO6 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 4.1, 4.2 |
| ***Content Area Reading***   * Ch. 7: Teaching Vocabulary in the Content Areas * Ch. 9: Teaching Culturally and Linguistically Diverse Students | |
| ***Textbook Resources***  **Review** the following presentations:   * Ch. 7: Teaching Vocabulary in the Content Areas * Ch. 9: Teaching Culturally and Linguistically Diverse Students | |
| ***Web Resources: Vocabulary Development***   * [Think Aloud](http://www.collierschools.com/cms/lib/FL01903251/Centricity/Domain/220/Literacy%20Tips/Think%20Aloud.pdf) Bookmarks. * Diamond, L. & Gutlohn, L. (2006). Vocabulary Handbook: [Teaching Vocabulary](http://www.readingrockets.org/article/teaching-vocabulary). *Consortium on Reading Excellence, Inc.* from Reading Rockets. [Semantic Feature Analysis](http://www.readingrockets.org/strategies/semantic_feature_analysis) from Reading Rockets. * Zorfass, J. & Gray, T. (2014). [Connecting Word Meanings Through Semantic Mapping](http://www.readingrockets.org/article/connecting-word-meanings-through-semantic-mapping). PowerUp: What Works from Reading Rockets. * [Silent Tea Party: Pre-Reading for Challenging Texts](https://www.teachingchannel.org/videos/pre-reading-strategies) video [5:54] from Teaching Channel. * [Math Vocabulary](http://www.k-5mathteachingresources.com/math-vocabulary.html) from K-5 Math Teaching Resources. | |
| ***Reading Educator***   * [Frayer Model](http://www.readingeducator.com/strategies/frayer.htm) * [Concept Definition Mapping](http://www.readingeducator.com/strategies/concept.htm) * [SVES](http://www.readingeducator.com/strategies/sves.htm) * [Student VOC Strategy](http://www.readingeducator.com/strategies/voc.htm) * [Word Sort](http://www.readingeducator.com/strategies/sort.htm)   **Note**. Make sure to explore all the linked resources on each webpage, including the video link. | |
| ***Other Resource***  **View** the Frayer Model Student Examples document. | |

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| --- | --- |
| **Preparation** | N/A |
| **Continue** working on completing the Week 6 Field Work assignment.  **Begin** working on the Lesson Plan assignment due in Week 5. Consider how it will impact your Field Work assignment due in Week 6. | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Vocabulary** | 4.1 |
| **Consider** the following about how you learned new vocabulary words in school:   * Did you learn vocabulary out of a vocabulary book, or did you learn it in context? * How did you remember vocabulary for content area tests? Did you use flashcards, a mnemonic device? * As a student, did you have vocabulary tests on Fridays? How long did those vocabulary words stay in your memory afterward?   **Respond** to the following prompts in the Vocabulary discussion forum by Wednesday:   * What strategies do you use to remember vocabulary now? * How does this inform your teaching?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Discussion: Diversity** | 4.2 |
| In a way, I like to think that we are all English Language Learners, just at varying levels. When we think about our own content areas, we really are ‘insiders’ since we know and use terminology that many times is exclusive to our content area. For example, if I teach Science, and I hear someone speaking about matter, I may have a very different idea of what is being talked about based on my past experiences and background knowledge or schema. The challenge comes when we are in our classrooms and we expect students to have a firm grasp of the English language so that we can teach our content area.  **Respond** to the following prompts in the Diversity discussion forum by Wednesday:   * How do you believe you will accommodate English learners' needs in your teaching? * What specific strategies can you use to help students access textbooks or learning vocabulary?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

|  |  |
| --- | --- |
| **Assignment: Journal Articles** | CLO1, CLO2, CLO3 |
| Relevant research is a wonderful tool that educators can use to gain further information about tools that work in the classroom setting or create further challenges for relevant research to address.  **Identify** a literacy ‘problem’ you have encountered in the classroom or an area of literacy about which you would like to learn more information.  **Research** two journal articles, from a database such as ERIC or ProQuest, from the Alliant Library.  **Write** a 1,400-to 2,000-word review of the two journal articles that includes the following:   * **Summary**: synthesis of the information gained from the articles and why you selected the topic(s). * **Critical Review**: a critique and formulation of a conclusion about the identified problem.   **Note**. Use the bolded titles above as section headings for formatting your paper. Minimize your use of the first person as much as possible when writing the reviews.  **Format** your review consistent with APA style guidelines. Be sure to include a reference page.  **Submit** your reviews by Sunday as a single Word document. | |

**Week 5: General Principles of Writing**

**Learning Objectives**

|  |  |
| --- | --- |
| * 1. Determine effective methods to incorporate the General Principles of Writing in your instruction. | CLO6 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 5.1 |
| ***Content Area Reading***  Ch. 10: Writing in the Content Areas | |
| ***Textbook Resources***  **Review** the Ch. 10: Writing in the Content Area presentation. | |
| ***Web Resources***   * [Student Portfolios as an Assessment Tool](http://www.educationworld.com/a_curr/columnists/mcdonald/mcdonald025.shtml) from Education World. * Finley, Todd. (2010). [*The Importance of Student Journals and How to Respond Efficiently*](http://www.edutopia.org/blog/student-journals-efficient-teacher-responses). Edutopia: George Lucas Educational Foundation. * [Incorporating Writing into the Content Area Classroom](http://www.ncpublicschools.org/curriculum/languagearts/secondary/writing/014writinghaven). Public Schools of North Carolina, State Board of Education, Department of Public Instruction. | |
| ***Resource Documents***  **Review** the following documents available on Canvas:   * Math Plexer Project * Admissions Project * Geometry Project * Essay Structure * Essay Outline * Peer Response Form | |
| ***Literacy Design Collaborative***  **Explore** the [LCD](https://ldc.org/) website  **Complete** the Intro to the LDC Mini Course.  **Note**. Make sure to review the Secondary lessons in the **Do Now** section of the LDC Mini-Course.  **Read** the [LDC Mini-Tasks and Universal Design for Learning (UDL)](https://ldc.org/blog/posts/ldc-mini-tasks-and-universal-design-learning-udl-leslie-buffen-and-vicki-griffo) by Leslie Buffen and Vicki Griffo blog post. | |

|  |  |
| --- | --- |
| **Preparation** | N/A |
| **Continue** working on completing the Week 6 Field Work assignment. Consider how it will be impacted by this week’s Lesson Plan Assignment. | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Journal Assignment** | 5.1 |
| **Respond** to the following prompts in the Journal Assignment discussion forum by Wednesday:   * Share with the class the literacy area you researched in your journal assignment. * What did you discover in your research? * Were there any surprises in your discoveries? * What do you think about advancing content area literacy in your subject area?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

|  |  |
| --- | --- |
| **Discussion: Promoting Writing** | 5.1 |
| **Consider** how you will incorporate writing in your content area teaching.  **Respond** to the following prompts in the Promoting Writing discussion forum by Friday:   * How will you make connections between writing and your content area? * How will you motivate students to use writing to learn? * How will you promote writing in the content areas among fellow faculty members?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to a peer in your same content area. If you are not in a classroom currently comment on someone who is in the subject area you plan to teach. | |

|  |  |
| --- | --- |
| **Assignment: Lesson Plan** | CLO2, CLO5, CLO6 |
| **Read** about [Mini-Tasks](https://ldc.org/how-ldc-works/mini-tasks) from the LDC website.  **Create** two mini-tasks in your content area, focusing on literacy development, using one of the [LDC Task Templates](https://ldc.org/resources#LDC-Task-Template-Collection-3.0). To utilize one of the templates you will need to create an account on the LDC website.  **Note**. You must teach both your mini-tasks as part of the Field Work assignment due in Week 6.  **Export** your completed mini-task to a PDF file.  **Submit** the PDF file to the ELA Mini Task assignment forum on Canvas by Sunday. | |

**Week 6: Emerging Technologies**

**Learning Objectives**

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| --- | --- |
| * 1. Determine effective methods to Incorporate emerging technologies as natural components of teaching and learning. | CLO6 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 6.1 |
| ***Content Area Reading***   * Ch. 8: Organizing for Teaching and Learning * Ch. 11: Using Technology in the Content Areas | |
| ***Textbook Resources***  **Review** the following presentations:   * Ch. 8: Organizing for Teaching and Learning * Ch. 11: Using Technology in the Content Areas | |
| ***Other Resources***  **View** the [What is a WebQuest?](https://www.youtube.com/watch?v=v7UynehA_l0&feature=youtu.be) video [7:51] from YouTube.  **Explore** the following student created WebQuests:   * [Bring Him Home](http://www.jaybobs.com/) * [Using Rigid Motions to Create Art](http://site735814-2140-9785.strikingly.com/) * [Art and Identity](http://site728277-1992-7323.strikingly.com/) * [Pythagorean Theorem](http://zunal.com/webquest.php?w=305196) * [Social Justice Campaign – What’s in a Name?](https://www.tes.com/lessons/RPYpmfF_cGvLRQ/social-justice-campaign-what-s-in-a-name) | |

|  |  |
| --- | --- |
| **Preparation** | N/A |
| **Begin** working on the WebQuest assignment due in Week 8. | |

**Assignments**

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| --- | --- |
| **Discussion: Technology** | 6.1 |
| **Respond** to the following prompts in the Technology discussion forum by Wednesday:   * What do you consider to be technology-infused teaching? * What do you think are the greatest challenges you will face when trying to incorporate technology in your courses? What are the greatest benefits? Provide specific examples of the challenges and benefits.   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

|  |  |
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| **Assignment: Field Work** | CLO1, CLO2, CLO5, CLO6 |
| **Teach** 4 lessons using techniques taken from the *Content Area Reading* text, or strategies learned in class. The lessons may be cross-curricular, and must address each of the four areas listed below in your content area:   * Vocabulary Development * Comprehension Skills * Study Skill or Strategy * Formal or Informal Writing   **Write** a 250-to 300-word report analysis of your own teaching practice in relation to literacy development. Include the following:   * A brief description of your lesson * Your students’ reactions to it * An analysis of strengths and areas for improvement   **Format** each report with the following section headers:   * Content Area * Description of Strategy Used * Student Reactions * Strength and Growth Areas   **Note**. For those currently teaching, your analysis will include the two lessons you competed in Week 5.  **Submit** your Field Work analysis as one Word document by Sunday. | |

## Course: Secondary Education Methods

### Course Learning Outcomes

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| --- |
| **CLO** |
| **CLO1**: Develop curriculum and pedagogy that reflect professional standards, contemporary methodologies and research-based practices. |
| **CLO2**: Apply the principles of blended learning and instructional techniques most appropriate to a chosen subject area in the selection of classroom and virtual resources and instructional strategies. |
| **CLO3**: Demonstrate the application of the inTASC and Arizona State standards in a chosen subject area to design of a unit of student instruction and assessment. |
| **CLO4**: Anticipate cultural changes that may occur in the next ten years and how the changes will affect curriculum and pedagogy in the candidate’s chosen subject area. |

### Course Structure

**Course Overview**

[Week 1: Secondary Schools and Teachers 16](#_Toc454545919)

[Week 2: Secondary Students 19](#_Toc454545920)

[Week 3: Designing Curriculum 22](#_Toc454545921)

[Week 4: Designing Assessment 25](#_Toc454545922)

[Week 5: Differentiated Instruction & Direct Instruction 27](#_Toc454545923)

[Week 6: Learning by Doing 29](#_Toc454545924)

[Week 7: Classroom Management & Discipline 31](#_Toc454545925)

[Week 8: Every Teacher Teaches Reading 34](#_Toc454545926)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Secondary Schools and Teachers |  | Discussion | 5 |
| **Week 2** | |  |  |  |
|  | Discussion: Unique Differences |  | Discussion | 5 |
|  | Course Project–Component 1: Proposal |  | Course Project | 10 |
| **Week 3** | |  |  |  |
|  | Discussion: Unit Plan Elements |  | Discussion | 5 |
|  | Course Project Component 2: Standards Alignment |  | Course Project | 5 |
| **Week 4** | |  |  |  |
|  | Discussion: Assessment |  | Discussion | 5 |
|  | Course Project Component 3: Subject Area Observation |  | Course Project | 5 |
| **Week 5** | |  |  |  |
|  | Discussion: Differentiated Instruction |  | Discussion | 5 |
|  | Course Project Component 4: Resources and Pedagogy |  | Course Project | 5 |
| **Week 6** | |  |  |  |
|  | Discussion: Constructivist |  | Discussion | 5 |
|  | Course Project Component 5: Course Project Draft |  | Course Project | 10 |
| **Week 7** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Course Project–Component 6: Peer Critique |  | Course Project | 3 |
|  | Course Project–Component 7: Expert Critique |  | Course Project | 2 |
| **Week 8** | |  |  |  |
|  | Discussion |  | Discussion | 5 |
|  | Course Project–Component 8: Final Draft |  | Course Project | 15 |
|  | Course Project–Component 9: Reflection & Anticipation |  | Course Project | 5 |
| **Total Points** | |  |  | **100** |

### Textbook and Resources

Savage, T.V., Savage, M.K., & Armstrong, D.G. (2012). *Teaching in the Secondary School*. (7th ed.). Boston, MA: Pearson Education, Inc.

ISBN: 9780132101523

Arizona K-12 Standards: <http://www.azed.gov/standards-practices/>

Subject Specific Required Materials by section:

Art:

The Kennedy Center Arts Edge: Standards, 1996-2014 John F. Kennedy Center for the Performing Arts: <https://artsedge.kennedy-center.org/educators/standards>.

National Core Arts Standards, 2014 National Coalition for Core Arts Standards: <http://www.nationalartsstandards.org/>.

English Language Arts:

National Council of Teachers of English/IRA Standards for the English Language Arts: <http://www.ncte.org/standards/ncte-ira>.

Mathematics:

National Council of Teachers of Mathematics: <http://www.nctm.org/>.

Music:

The Kennedy Center Arts Edge: Standards, 1996-2014 John F. Kennedy Center for the Performing Arts: <https://artsedge.kennedy-center.org/educators/standards>.

National Core Arts Standards, 2014 National Coalition for Core Arts Standards: <http://www.nationalartsstandards.org/>.

Physical Education:

Society of Health and Physical Educators: National PE Standards: <http://www.shapeamerica.org/standards/pe/index.cfm>.

Science:

The National Academies of Sciences, Engineering, and Medicine: <http://www.nas.edu/>.

Social Science:

National Council for the Social Studies: <http://www.socialstudies.org/>.

The National Geographic Society: <http://nationalgeographic.org/>.

Center for Civic Education*–*National Standards for Civics and Government: <http://www.civiced.org/standards>.

UCLA Department of History*–*National Center for History in the Schools: <http://www.nchs.ucla.edu/>.

World Languages:

American Council on the Teaching of Foreign Languages: World-Readiness Standards for Learning Languages: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

### Example Assignments

|  |  |
| --- | --- |
| **Discussion: Unique Differences** | 2.1, 2.2 |
| **Review this description of “personalized learning,” a component in Blended Instruction.** <http://k12education.gatesfoundation.org/topicResource/personalized-learning/>  **Study the many examples of personalized learning, which is the key component of instruction at High Tech High.**  <https://gse.hightechhigh.org/unboxed/issue1/cards/pdfs/High_Tech_High_Design_Principles.pdf>  **Now consider the following statement from our text, “…**all students have the ability to learn if the educational experience takes into account the unique differences of all students.” (p. 53)  **Respond** to the following prompts:   * What are two examples of topics in your subject that are conducive to personalized learning? Where in the curriculum could you put the student in charge of activities customized to his interests? * The teachers at High Tech High design ALL their own courses from scratch. No textbooks. All projects. How would that philosophy influence your teaching? How would it influence your students?   **Post** your initial response to the discussion forum by Wednesday, Day 3 of Week 2.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a classmate.    **Respond** to the RISE questions and suggestions to your initial post by Sunday, Day 7 of Week 2. | |

Week 3: Designing Curriculum

Learning Objectives

|  |  |
| --- | --- |
| Determine the impact of political influences, standards, frameworks, textbooks, and culture on curriculum content selection decisions. | CLO2 |
| Analyze several templates for lesson planning. | CLO2 |
| Analyze the three types of instructional planning. | CLO2 |

**Activities and Resources**

|  |  |
| --- | --- |
| **Readings** | 3.1, 3.2, 3.3 |
| ***Teaching in the Secondary School***   * Ch. 5: What Should Students Learn? Defining the Curriculum * Ch. 7: Planning Units and Lessons | |
| ***Web Resources***   * International Association for K-12 Online Learning: iNACOL located at: <http://www.inacol.org/> * UCD Teaching Toolkit “How Students Learn” located at: <http://www.ucd.ie/t4cms/UCDTLT0016.pdf> * Physical & Health Education America: PE Unit Plans located at: <http://www.pelinks4u.org/links/unitplans.htm> * Scholastic: Lesson Plans (hosts thousands of completed lesson and unit plans for grades pre-K-12 in all subjects) located at: <http://www.scholastic.com/teachers/lesson-plans/lesson-plans-index> * National Education Association: Better Lesson (features over 3000 lesson plans developed by teachers participating in the NEA’s Master Teacher Project) located at: <http://betterlesson.com/> * American Federation of Teachers: Share My Lesson (contains nearly 300,000 resources created by teachers. You can upload lessons to share and download lessons from other teachers) located at: <https://sharemylesson.com/> * International Literacy Association and the National Council of Teachers of English: ReadWriteThink (ELA lessons available for grades K-12) located at: <http://www.readwritethink.org/> * National Council of Teachers of Mathematics: Illuminations (contains lesson plans and other resources for teaching K-12 math) located at: <http://illuminations.nctm.org/> * CAST: UDL Exchange located at: <http://udlexchange.cast.org/home>   + Universal Design for Learning (UDL) is a set of principles designed to consider the success of all learners when planning curriculum and instruction.   + You can browse and share lessons that address the variability of all learners * Teachers Pay Teachers: Unit Plans located at: <https://www.teacherspayteachers.com/Browse/Type-of-Resource/Unit-Plans> | |
| ***Videos***  **Watch** the “Video Playlist: 10 Places to Get Free Lesson Plans” [32:41] from edutopia located at: <http://www.edutopia.org/blog/film-festival-free-lesson-plan-resources>  **Note**. There are 10 videos in the “Video Playlist: 10 Places to Get Free Lesson Plans” video playlist. | |

|  |  |
| --- | --- |
| **Preparation: Course Project–Component 3** | N/A |
| **Prepare** to observe an expert teacher in your subject area for at least one instructional period for Course Project-Component 3 due in Week 4. | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Unit Plan Elements** | 3.1, 3.2 |
| **Locate** a unit plan of instruction from one of the internet databases provided in the readings.  **Critique** the lesson plan using the elements listed in Chapter 7 of Teaching in the Secondary School:   * Unit title * Rationale * Audience for whom it is intended * Overarching and topical questions * Instructional objectives * A tentative timeline * An instructional strategy for each objective * A list of resources * Assessment procedures   **Suggest** improvements to each element in the unit plan in the Unit Plan Elements discussion forum by Wednesday.  **Reply** to one classmate’s post applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/) by Sunday. Respond to a post that has not yet received feedback from a classmate. | |

|  |  |
| --- | --- |
| **Course Project–Component 2: Standards Alignment** | 3.1, 3.2, 3.3 |
| **Outline** your Unit Plan to include lesson titles. Utilize a chart, table, or some type of graphic organizer to demonstrate how your unit plan as a whole, and each proposed lesson within your plan, aligns with the following:   * Arizona content standards * Professional organization standards in your subject area * Best practice recommendations in your subject area * Illustrate how you will integrate authentic instruction or authentic assessment throughout the unit plan   **Submit** your assignment by Sunday, Day 7 of Week 3 by clicking on the assignment in Canvas and uploading your document. | |

**Week 5: Differentiated Instruction & Direct Instruction**

**Learning Objectives**

|  |  |
| --- | --- |
| Determine techniques for differentiating instruction through technology. | CLO2, CLO3 |
| Determine the effective use of direct instruction as an instructional approach. | CLO2, CLO3 |

**Activities and Resources**

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| --- | --- |
| **Readings and Resources** |  |
| ***Teaching in the Secondary School***   * Ch. 8: One Size Does Not Fit All: Differentiated Instruction * Ch. 9: Models of Direct Instruction   ***Article***   * Constructivism as a Paradigm for Teaching and Learning located at: <http://www.thirteen.org/edonline/concept2class/constructivism/index.html> | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Differentiated Discussion** | 5.1 |
| **Respond** to the following prompt in the Differentiated Instruction discussion forum by Wednesday:   * In what ways can technology be used to support differentiated instruction in your subject area?   **Reference** iNACOL and the Teaching in the Secondary School text to support or contrast your position.  **Reply** to one classmate’s post applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/) by Sunday. Respond to a post that has not yet received feedback from a classmate. | |

*Course project assignment for this course:*

|  |  |
| --- | --- |
| **Preparation: Course Project–Unit of Instruction** | CLO1, CLO2, CLO3, CL04 |
| For this course you will develop a unit of instruction in your subject area. The unit of instruction will be publication-quality; robust, complete, and contain all references and resources for implementation by any teacher in that subject area.  **Include** the following elements in your Unit of Instruction:   * Cover at least two weeks of instruction on a specific topic * Align with Arizona and professional standards * Conform to the principles of blended learning (using both classroom and digital resources to support personalized learning) * Contain both detailed lesson plans and a website that complements the instructional topic. * Demonstrate pedagogical methods unique to the subject area, authentic instruction, and authentic assessment * Reflect the suggestions of an expert reviewer as well as peer and instructor critique   **Review** the following components with complete instructions listed in the week the component is due:   * Component 1: Proposal *(Week 2)* * Component 2: Standards Alignment *(Week 3)* * Component 3: Subject Area Observation *(Week 4)* * Component 4: Resources and Pedagogy *(Week 5)* * Component 5: Course Project Draft *(Week 6)* * Component 6: Peer Critique *(Week 7)* * Component 7: Expert Critique *(Week 7)* * Component 8: Final Draft *(Week 8)* * Component 9: Reflection & Anticipation *(Week 8)* | |
| **Course Project–Component 1: Proposal** | 2.1 | |
| **Write** a proposal for a Unit Plan of instruction that spans about two weeks, and includes about ten hour-long lessons. If your school is non-traditional, adjust the number of days and lessons to your school’s schedule so the Unit Plan is immediately useful for you.   * What topic do you intend to teach? * What level and age are your students? * Why are you focusing on this topic at this level? * What is the unit objective? What is the goal of instruction for the next couple weeks? * What lesson plan format will you use to detail each lesson in the unit? * What lesson topics might you include in this unit? * How might you integrate digital resources? Websites, Prezis, videos, cameras, etc. * How might you personalize instruction to student needs and interests? * Identify an expert reviewer in your subject area whom you will observe, and an expert who will critique a draft of your unit plan. The same expert may provide the observation and critique, or they can be different people. Provide the expert’s contact information and a possible time when you will conduct the observation. * Identify an online professional website where you will post your unit plan to share with other teachers in your subject area. Possible websites are listed in the Web Resources for Week 3.   **Submit** your proposal by Sunday, Day 7 of Week 2 by clicking on the assignment in Canvas and uploading your document. | | |

|  |  |  |
| --- | --- | --- |
| **Course Project–Component 2: Standards Alignment** | 3.1, 3.2, 3.3 | |
| **Outline** your Unit Plan to include lesson titles. Utilize a chart, table, or some type of graphic organizer to demonstrate how your unit plan as a whole, and each proposed lesson within your plan, aligns with the following:   * Arizona content standards * Professional organization standards in your area * Best practice recommendations in your subject area * Illustrate how you will integrate authentic instruction or authentic assessment throughout the unit plan   **Submit** your assignment by Sunday, Day 7 of Week 3 by clicking on the assignment in Canvas and uploading your document. | | |
| **Course Project–Component 3: Subject Area Observation** | 4.1 | |
| **Observe** an expert teacher in your subject area for at least one instructional period. Any instructional time in which the teacher is engaged with students is acceptable.  **Evaluate** the instruction you observe according to the Unit Plan Rubric to structure your observation and support your own learning. Make notes of ways you could add standards, pedagogy, etc. to the lesson.  **Note**. Do not share the evaluation with your expert teacher. You may not know anything about the teacher’s objectives, class, instructional methods, or previous experience with this topic. You are not responsible for evaluating the teacher in any way. Just look for standards, pedagogy, authentic instruction, blended learning, etc. that is evident in your brief observation.  **Submit** your assignment by Sunday, Day 7 of Week 4 by clicking on the assignment in Canvas and uploading your document. | | |
| **Course Project–Component 4: Resources and Pedagogy** | 5.1, 5.2 | |
| **Draft** the sequence of activities, resources and pedagogical methods across the 2-week unit.  **Include** the following:   * Classroom resources, community resources, digital resources and any other people or experience that will be integrated in your unit plan. * Pedagogical methods you will use in the unit plan, emphasizing methods specifically appropriate to your subject area and topic. * Experts, peer-collaboration, experiments, dramatic presentations, interviews, dissections, athletic competition, or any other method you will use to support teaching or learning. * How your students will create knowledge, not just consume knowledge.   **Submit** your draft by Sunday, Day 7 of Week 5 by clicking on the assignment in Canvas and uploading your document. | | |
| **Course Project–Component 6: Peer Critique** | CLO3 | |
| **Post** a copy of your Project Plan to this discussion.  **Critique** at least one of your classmate’s projects using the Course Project Rubric.  **Post** a copy of your completed rubric to the discussion forum by Sunday, Day 7 of Week 7. Be sure to list your classmate’s name prominently in the post, so your peer and I can review it. This week I will score the quality of your critique, not your Unit Plan.  *Note: A copy of the Course Project Rubric is located on the course webpage or at the end of this document.* | |
| **Course Project–Component 7: Expert Critique** | CLO3 |
| **Complete** the following requirements for Component 7 of your Course Project:   * **Select** a subject area expert. * **Send** a draft of your Course Project and a copy of the Course Project Rubric to your selected subject area expert reviewer. The Rubric can guide the review, but please ask your expert to make substantive suggestions. * **Make** it easy for your expert to reply. Use email, let them write on your plan, call the expert and take notes on his comments…I will accept any form of critique.   **Submit** a copy of the Expert Reviewer’s completed rubric and suggestions by Sunday, Day 7 of Week 7 by clicking on the assignment in Canvas and uploading your document.  **Revise** your project to the critiques.  *Note: A copy of the Course Project Rubric is located on the course webpage or at the end of this document.* | |
| **Course Project–Component 8: Final Draft** | CLO3 | |
| **Revise** your unit plan to the critiques received in Week 7, as appropriate.  **Write** a brief introduction to your unit plan.  **Publish** your unit plan to an education website.  Submit the introduction, including the link to the website where you published your unit plan.  **Submit** your assignment by Sunday, Day 7 of Week 8 by clicking on the assignment in Canvas and uploading your document. | | |
| **Course Project–Component 9: Reflection & Anticipation** | CLO3 | |
| **Write** a 600-to 800-word reflection on the process of developing your unit plan.  **Address** the following prompts:   * What was the most challenging aspect of designing the unit plan? * Were the peer and expert critiques helpful? Explain your response. * How will you continue to develop the unit as you gain experience with students? * How do you feel about the project as a whole? Was it worthwhile? Did you enjoy it? * Is there anything you would add or subtract from the Course Project to make this assignment better?   **Submit** your assignment by Sunday, Day 7 of Week 8 by clicking on the assignment in Canvas and uploading your document. | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Exceeds Expectations** | **Meets Expectations** | **Does not Meet Expectations** | **General Comments** |
| **Topic Comprehensiveness and Pacing** | Unit is comprehensive and well-sequenced. Content is substantive but not overwhelming; allowance for adjusting pacing to changing student needs or classroom circumstances is evident. | Amount of unit content is appropriate, but the sequence and pacing of assignments and activities is not clear, uneven, or poorly planned. | Unit content is far too much, far too little, inappropriate for the grade, or unevenly divided across the unit. |  |
| **Standards Alignment** | Arizona or professional standards are clear and relevant to the specific unit plan. The instructor knows exactly what she wants to teach and wants the students to learn during this unit. | Designated standards are relevant, but not directly tied to the topic or the specific unit plan. The instructor has a plan, but cannot demonstrate how it supports Arizona or professional standards. | The standard is vaguely associated with the topic or unclear. Too many or too few relevant standards are designated. It is not clear the instructor knows what she is teaching. |  |
| **Subject-specific Pedagogy** | Pedagogy is student-centered and aligned with topic. Use of labs, collaboration, field work, process-orientation, and active student engagement prevails. Students are creating knowledge. | Combination of traditional pedagogy and some student-centered activities. | Traditional methods unrelated to subject and topic are evident. Students are passive. Lecture, worksheets, instructor-centered methods prevalent. |  |
| **Authentic Instruction or Assessment** | All assignments and assessments are student-centered, integrate local and digital resources, timely, and flexible to student interests while conforming to subject area standards. Students are empowered to design learning experiences and know why they are studying the content. | Although unit is based on a packaged resource it demonstrates some allowance for student-centered, student-selected activities or integration of local resources. Students cannot explain the connection of the instructional content to any authentic context. | Unit is based on textbooks, tradition, or packaged resources with little allowance for student or instructor interests or adjustment for unique resources. Very limited connections to non-academic/real-life experiences. |  |
| **Originality** | The unit plan shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive. | The unit plan shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights. | The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought. |  |
| **Published as Contribution to the Profession** | Everything required to teach the unit is provided. Unit is very detailed and ready for another subject-area teacher to use. Original videos/Prezis/showmes, quizzes, exit slips, rubrics, links to websites all included. Published to education website and shared with other teachers. | Examples of some of the materials required to teach the unit are provided. Another teacher would need to develop materials or find resources before teaching this unit. Not enough detail for another subject-area teacher to pick up and teach from the descriptions provided. | Instruction and student activities are outlined, but no detail is provided. Quizzes, exit slips, rubrics, videos, links to websites, lessons in published materials, etc. are necessary to conduct the unit but not provided. Not published to an education website. |  |

**Week 8: Every Teacher Teaches Reading**

**Learning Objectives**

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| --- | --- |
| * 1. Analyze procedures that enhance reading development in content classrooms. | CLO2 |

**Activities and Resources**

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| --- | --- |
| **Readings** | 8.1 |
| ***Teaching in the Secondary School***  Ch. 12: Reading Across the Curriculum | |
| ***Alliant Library***  Fleming, D. M., Unrau, N. J., Cooks, J., Davis, J., Farnan, N., & Grisham, D. L. (2007). A California State University Initiative to Improve Adolescent Reading in All Content Areas. *Teacher Education Quarterly*, 34(3), 5-17. Located at: <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=28513187&site=ehost-live&scope=site> | |
| ***Web Resources***   * Content Area Literacy located at: <http://score.rims.k12.ca.us/score_lessons/content_area_literacy/> * Azevedo, H.R. (2009). *A Handbook of Content Area Reading Strategies*. California State University, Chico (Alliant library) * Billmeyer, R., & Barton, M.L. (1998). Sample Chapter: *Teaching reading in the content areas: If not me, then who?* (2nd ed.). Alexandria, VA: ASCD located at: http://www.ascd.org/ascd/pdf/books/billmeyer1998\_sample\_chapters.pdf * Barton, M.L., & Jordon, D.L. (2001). Teaching reading in science: A supplement to teaching reading in the content areas: If not me, then who?. Alexandria, VA: ASCD located at: <http://www.ascd.org/ASCD/pdf/books/barton2001_sample_chapters.pdf> | |

**Assignments**

|  |  |
| --- | --- |
| **Discussion: Reading Instruction** | 8.1 |
| **Respond** to the following prompt in the Reading Instruction discussion forum by Wednesday: Describe a strategy you will use on a daily basis to incorporate reading instruction into your subject area instruction.  **Reference** the *Teaching in the Secondary School* text or resources to support or contrast your position.  **Post** your initial response to the discussion forum by Wednesday, Day 3 of Week 8.  **Apply** the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a classmate.    **Respond** to the RISE questions and suggestions to your initial post by Sunday, Day 7 of Week 8. | |

## Course: Curriculum and Instruction Seminar

### Course Learning Outcomes

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| --- |
| **CLO** |
| **CLO1:** Describe instructional strategies that maximize the level of academic rigor. |
| **CLO2:** Identify relevant state standards for student’s specific grade level and content area and integrate into a lesson plan. |
| **CLO3:** Analyze the effectiveness of a teaching segment for chosen focus areas. |
| **CLO4:** Determine the implementation and use of standards with the integration of disciplinary literacy. |

### Course Structure

Planning, Teaching, Analysis and Self-Evaluation/Reflection Segments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Weeks 1–3: Planning Segment** | |  |  |  |
|  | Assignment: Week 1 Reading Guide | End of Week 1 | Planning Segment | 3 |
|  | Discussion: Introduction to State and inTASC Standards | End of Week 1 | Planning Segment | 7 |
|  | Assignment: Week 2 Reading Guide | End of Week 2 | Planning Segment | 3 |
|  | Discussion: Exploration in the State and inTASC Standards | End of Week 2 | Planning Segment | 7 |
|  | Assignment: Week 3 Reading Guide | End of Week 3 | Planning Segment | 3 |
|  | Discussion: Disciplinary Literacy | End of Week 3 | Planning Segment | 7 |
| **Weeks 4–5: Teaching Segment** | |  |  |  |
|  | Discussion: Tools & Resources | End of Week 4 | Teaching Segment | 7 |
|  | Assignment: eJournal #1–Lesson Alignment to State Standards | End of Week 4 | Teaching Segment | 3 |
|  | Assignment: Classroom Snapshot | End of Week 5 | Teaching Segment | 17 |
|  | Assignment: eJournal #2–Classroom Snapshot Reflection | End of Week 5 | Teaching Segment | 3 |
| **Weeks 6–7: Analysis Segment** | |  |  |  |
|  | Discussion: Myths & Rigor | End of Week 6 | Analysis Segment | 7 |
|  | Discussion: Classroom Snapshot Share-Out | End of Week 7 | Analysis Segment | 17 |
|  | Assignment: eJournal#3–Takeaways from Classroom Snapshot Assignment | End of Week 7 | Analysis Segment | 3 |
|  | Assignment: eJournal#4– Self-Assessment of State and inTASC Standards Knowledge and Use | End of Week 7 | Analysis Segment | 3 |
| **Week 8: Reflection Segment** | |  |  |  |
|  | Discussion: Literacy & Social Justice | End of Week 8 | Refection Segment | 7 |
|  | Assignment: eJournal #5–Perspective Shifts | End of Week 8 | Refection Segment | 3 |
| **Total Points** | |  |  | **100** |

### Textbook

Lemov, Doug. (2015). *Teach Like A Champion 2.0. (2nd Edition).* San Francisco, CA: Jossey-Bass.

ISBN: 978-1-118-90185-4

### Example Assignments

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| **Discussion: Disciplinary Literacy** | 1.4 |
| As students’ progress, they are expected to increase the amount of informational text, not just in English classes, but across all content areas. Therefore, all teachers are expected to integrate content-area reading and writing into their classes.   |  |  |  | | --- | --- | --- | | **Distribution of Literary and Informational Passages by Grade in the 2017 NAEP Reading Framework** | | | | Grade | Literary | Informational | | 4 | 50% | 50% | | 8 | 45% | 55% | | 12 | 30% | 70% |   **Source**: National Assessment Governing Board. (2017). *Reading framework for the 2017 National Assessment of Education Progress*. Washington, DC: U.S. Government Printing Office.  Another major shift is towards teaching disciplinary literacy. While similar to content-area literacy, it is slightly different. Each content area has specific language, text structures, and skills that unique to that content area. Teachers need to explicitly introduce students to these subject-specific skills as part of their instruction. Some examples would be comparing the different writing skills embedded within: a lab report in science, instructions and rules for game play in PE, an artist statement that accompanies a painting, a historical narrative from a particular point in history, or a literary critique in English. Each of these tasks involve writing, but to master each form you need to understand its structure, tone, and purpose. In order to best prepare students, we need to expose them to a variety of different types of reading and writing across all content areas.  The goal of this discussion is to broaden your understanding of what disciplinary literacy looks like at different grade levels, and across different subjects.  **Read** “Ch. 3–Taking Action: How to Help All Students Become Ready for College-Level Reading” pp. 23-28 from the following article:  American Coll. Testing Program, I. I. (2006). [Reading between the Lines: What the ACT Reveals about College Readiness in Reading](http://files.eric.ed.gov/fulltext/ED490828.pdf). *American College Testing* (ACT), Inc.  **Note**. Reading this will help you build an understanding of why this is an important issue.  **Explore** the article showing for examples on how to guide student thinking with templates of student worksheets from many different content areas.  **Consider** how you would integrate disciplinary literacy (reading and/or writing) into your own classroom:   * Choose a content area such as Science or Social Studies, not ELA, that you would like to focus on.   **Respond** to the following prompts in the Disciplinary Literacy discussion forum by Wednesday of Week 3:   * Describe a writing or reading assignment that demonstrates an example of disciplinary literacy within a content area that would be appropriate for the grade level you teach. * Why is this an example of disciplinary literacy? * Provide a hyperlink to any supporting resources you found.   **Rename** the title of your response as “Content Area, Grade, Reading/Writing – Your Name”.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Discussion: Tools & Resources** | 2.1 |
| As we are asking teachers to integrate more literacy skills into various content areas, it is important to provide you with some concrete tools to help you do so. The goal of this discussion is to have you research some ideas, and share resources to broaden your repertoire of strategies that scaffold reading and writing assignments.  **Explore** the resources provided below or find one that meets a need you have:  Excellence in Literacy Instruction: [Tips and tools](http://www.lindahoyt.com/tips.html) by Linda Hoyt, author of Revisit, Revise, Retell: Time-Tested Strategies for Teaching Reading Comprehension, provides many of the strategies from her book online. She summarizes the strategies and provides examples of worksheets that could be used to help students of different grade levels with reading comprehension.   * [Excellence in Education](http://www.barbarablackburnonline.com/free-resources/downloads-for-books/rigor-is-not-a-four-letter-word/) from Blackburn Consulting Group, Inc. Elizabeth Blackburn, Ph.D., author of Rigor is Not a Four Letter Word, provides many templates for different content areas to aid in reading and writing across various content areas. * [Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction](http://teacher.scholastic.com/products/authors/pdfs/Narrowing_the_Gap.pdf) by Kevin Feldman and Kate Kinsella from Scholastic Professional Paper. This article explains the importance of explicit academic vocabulary instruction with some strategies on how to implement them. * [Dr. Kate Kinsella - Part I - Explicit Accountable Vocabulary Instruction](https://vimeo.com/59314153) video [13:42] on Vimeo. Kate Kinsella, Ed.D., is an expert on academic vocabulary. This video shows Dr. Kinsella demonstrating some of the strategies from the article in a clip from one of her seminars.   **Respond** to the following prompts in the Tools & Resources discussion forum by Wednesday of Week 4:  Summarize the resource or strategy.   * Describe how it embeds literacy skills into a content area. * How would or wouldn’t this work with your student population? * Embed a working hyperlink to the resource you found so others can readily access it.   **Rename** the title of your response as “Resource or Strategy Name – Your Name”.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

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| **Assignment: eJournal #1–Lesson Alignment to Arizona Standards** | 2.2 |
| In preparation for your Classroom Snapshot assignment, you will need to choose a lesson to teach that is aligned to at least one academic content standard.  **Review** complete directions for this assignment located in Weeks 4–5: Teaching Segment.  **Write** a 1-to 2-page response to the following prompts:   * State which content standard you will be using. Include the grade level, content area and copy and paste the full standard. You can use ELA, Math, Science or Social Studies. * Summarize the lesson you will be teaching for your Classroom Snapshot assignment. * Explain how the lesson you are teaching is aligned to the content area you chose.   **Submit** your eJournal as a Word document by Sunday of Week 4. | |

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| **Assignment: Classroom Snapshot** | 2.2 |
| Videotapes of ourselves can be very illuminating. We can learn some of our bad habits, we can see our students from a new perspective, and we can get feedback from people who are not normally in our classroom. Also, for edTPA you will be required to submit video of you teaching in your classroom. This assignment is designed to prepare you for feedback, reflection, growth, and working out logistical details for this submission.  **Write** a 1-to 2-page summary that provides context for your lesson. Explain the following:   * What grade you teach * What unit you are studying * What part of the lesson segment you are sharing * Any other pertinent information that will help us understand your lesson.   **Note**. This should be the same lesson described in Week 4’s eJournal #1  **Record** 3 to- 5-minutes of continuous, unedited instructional time in your classroom that shows a lesson that relates to meeting Arizona and InTASC standards. It doesn’t matter if the 3-5 minutes incorporates direct instruction or independent work time, but it needs to be time when the class is clearly working on work aligned to the Arizona standards.  **Ensure** you are in compliance with your school site policies related to videotaping students.  **Upload** your video in a format that can readily be shared, such as an MP4 file, to a cloud-based file sharing tool such as Alliants’ OneDrive, Google Drive, or YouTube.  **Submit** your summary and link to your video by Sunday of Week 5.  **Note**. You will be sharing your Classroom Snapshot video to a Peer Group Discussion by the end of Week 6. | |

## Course: Principles, Practices and Socio-Cultural Issues of Teaching English

### Course Learning Outcomes

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| **CLO** |
| **CLO1**: Determine the effective application of first and second language acquisition theories. |
| **CLO2**: Evaluate the philosophy, design, goals, and characteristics of programs for English Language Learners. |
| **CLO3**: Analyze the impact of state and federal mandates on placement and instructional programs for English language learners. |
| **CLO4**: Compare instructional strategies for English Language Arts and English language development. |
| **CLO5**: Apply materials, methods, and strategies for English learners that lead to the rapid acquisition of grade-level listening, speaking, reading, and writing skills in English. |
| **CLO6**: Apply knowledge and skills in developing content-area instruction for English language learners. |
| **CLO7**: Analyze classroom instructional strategies to effectively facilitate content and language learning of English language learners. |
| **CLO8**: Interpret assessments of English Language Learners to effectively use appropriate measures for assessment and monitoring of English Language Learners for language development and content knowledge in the core curriculum. |
| **CLO9**: Apply knowledge of the historical and cultural traditions and values of major ethnic groups into classroom instruction. |

### Course Structure

**Course Overview**

[Week 1: The Effects of Culture on Teaching 14](#_Toc447642533)

[Week 2: EL Program Design & Second Language Acquisition 17](#_Toc447642534)

[Week 3: Effective English Learner Instruction 20](#_Toc447642535)

[Week 4: Oral Language Development Strategies 23](#_Toc447642536)

[Week 5: Literacy and Vocabulary Development Strategies for EL Students 27](#_Toc447642537)

[Week 6: SDAIE Instruction and the Writing Process for EL Students 30](#_Toc447642538)

[Week 7: Authentic Assessment and the use of Rubrics for Evaluation 33](#_Toc447642539)

[Week 8: Standards-Based and Understanding by Design Lesson Planning 36](#_Toc447642540)

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|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Building Community |  | Discussion | 5 |
|  | Discussion: Connecting with Students |  | Discussion | 5 |
|  | Assignment: Visual Presentation |  | Presentation | 10 |
| **Week 2** | |  |  |  |
|  | Discussion: Second Language Acquisition |  | Discussion | 5 |
|  | Assignment: The Ideal English Learner Program |  | Paper | 10 |
| **Week 3** | |  |  |  |
|  | Discussion: Effective Instruction of English Learners |  | Discussion | 5 |
|  | Assignment: ELD/SDAIE Lesson Plan Analysis |  | Lesson Plan | 10 |
| **Week 4** | |  |  |  |
|  | Discussion: Developing Oral Language Skills |  | Discussion | 5 |
|  | Discussion: Oral Language Strategies |  | Discussion | 5 |
|  | Assignment: Oral Language Development Strategies |  | Lesson Plan | 15 |
| **Week 5** | |  |  |  |
|  | Discussion: Promoting Early Literacy |  | Discussion | 5 |
|  | Discussion: Vocabulary Development |  | Discussion | 5 |
|  | Assignment: Literacy and Writing Development Strategies |  | Lesson Plan | 15 |
| **Week 6** | |  |  |  |
|  | Discussion: Standards & English Learners |  | Discussion | 5 |
|  | Discussion: Writing Process |  | Discussion | 5 |
|  | Assignment: SDAIE Lesson Plan |  | SDAIE Lesson Plan | 15 |
| **Week 7** | |  |  |  |
|  | Discussion: Authentic Assessment |  | Discussion | 5 |
|  | Discussion: Rubrics for Authentic Assessments |  | Discussion | 5 |
|  | Assignment: Authentic Assessment with Scoring Rubric |  | SDAIE Lesson Plan | 15 |
| **Week 8** | |  |  |  |
|  | Discussion: Understanding by Design |  | Discussion | 5 |
|  | Assignment: Standards-Based SDAIE Curriculum Unit |  | Project | 45 |
| **Total Points** | |  |  | **200** |

### Textbook

Peregoy, S. F., & Boyle, O. F. (2013). Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners (6th ed.). Boston, MA: Pearson Education, Inc.

ISBN: 978-0132892971

### Key Assignment and Rubric

**Task:**

**Select** one of the lessons you will teach this week. Try to make this a lesson in which there are opportunities for oral language development. Utilize the Lesson Plan Template if you will be creating a lesson.

**Examine** the lesson, before teaching it, for opportunities in which an oral language development strategy could be included.

**Select** one or two strategies from this week’s readings or video to include in your lesson.

**Write** a short 100-to 200-word pre-lesson reflection that:

* Describes which oral language development strategies you will include
* How you will describe to the students how to use them

**Note**. Cite the sources of the strategies you selected.

**Teach** the lesson before the end of this week. During instruction, focus on the English Learners in your class to identify the following:

* Which of the strategies seem to be more effective and which less effective?
* Are your students able to understand your instructions easily and carry them out without the need for a lot of extra clarification?
* Ask students to engage in the same type of oral language development, if possible, in the days following the lesson to allow them to practice the skills you are teaching.

**Write** a 350-to 700-word post-lesson analysis of the success of your teaching of the oral language strategies you selected. Include the following in your reflection:

* A detailed description of the strategy.
* Your evaluation of the effectiveness of your teaching of the strategy or strategies.
* Your evaluation of the success of the strategy or strategies in allowing EL students to improve their skills.
* If students were able to engage in repeated practice of the strategy or strategies during the week, any improvements in your EL students.
* Two suggestions for how you could improve the oral language development of your students.

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| **Criteria for Current Practitioners** | **4 points**  **Mastery** | **3 points**  **Proficiency** | **2 points**  **Cursory** | **1 points**  **Deficiency** |
| **Pre-reflection paragraph**  **(x .5)** | Teacher candidate showed clear and detailed evidence in the pre-reflection of the Interpretation of English learners' assessment data and where to locate that information to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction | Teacher candidate showed accurate and appropriate evidence in the pre-reflection of the Interpretation of English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction | Teacher candidate showed minimal or limited evidence in the pre-reflection of the Interpretation of English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction | Teacher candidate showed inaccurate or was missing evidence in the pre-reflection of the Interpretation of English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction |
| **Lesson plan created by teacher candidate**  **(x 2)** | Lesson plan written by the teacher candidate is clear, detailed, and addresses all of the following components:  \*uses thorough knowledge of students to plan lesson  \*uses research-based instructional strategies, scaffolding, SDAIE and ELD strategies  \*evidence of adaptions of subject matter, curriculum, organization, and planning to support all students including EL and SPED in the least restrictive environment | Lesson plan written by the teacher candidate is clear and uses knowledge of students including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning | Lesson plan written by the teacher candidate is limited in detail and information and minimally uses knowledge of students including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning | Lesson plan written by the teacher candidate is inappropriate or inaccurate and does not use knowledge of students including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning |
| **Post-reflection analysis**  **(x 1.5)** | Teacher candidate post-reflection is clear, thorough, and detailed regarding the:  \*planning, designing, implementation, and monitoring of instruction  \*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students  \*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include **all** students | Teacher candidate post-reflection has accurate detail regarding the:  \*planning, designing, implementation, and monitoring of instruction  \*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students  \*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include **all** students | Teacher candidate post-reflection is minimally detailed regarding the:  \*planning, designing, implementation, and monitoring of instruction  \*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students  \*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include **all** students | Teacher candidate post-reflection has missing items regarding the:  \*planning, designing, implementation, and monitoring of instruction  \*effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students  \*evidence of the use of instructional strategies that include the use of developmentally, linguistically, and culturally appropriate learning activities, materials, and resources that include **all** students |

## Course: Technology in the Curriculum

### Course Learning Outcomes

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| **CLO** |
| **CLO1:** Apply theories of instructional design and technology to educational lessons and resources. |
| **CLO2:** Critique theories in instructional design and technology in education. |
| **CLO3:** Evaluate applications of instructional design theory and technology in education. |

### Course Structure

**Course Overview**

[Week 1: Blended Learning & Flipped Classrooms (Module One) 13](#_Toc448760810)

[Week 2: Technology & Education Policy (Module Two) 16](#_Toc448760811)

[Week 3: Media Literacy, Learning Theories, Multimedia, & Instructional Design (Module Three) 20](#_Toc448760812)

[Week 4: Anchored Instruction, Situated Cognition, & Goal-Based Scenarios (Module Four) 23](#_Toc448760813)

[Week 5: Teaching and Learning by Design & Problem and Case Based Learning (Module Five) 26](#_Toc448760814)

[Week 6: Games, Simulation, Microworlds, & Programming in Learning (Module Six) 29](#_Toc448760815)

[Week 7: Communities of Practice, Learning Communities, & Data Analysis (Module Seven) 31](#_Toc448760816)

[Week 8: Evaluation (Module Eight) 34](#_Toc448760817)

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| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Introductions |  | Discussion | 4 |
|  | Course Project: Educational Technology |  | Discussion | 4 |
|  | Blended Learning Lesson Plan |  | Lesson Plan | 5 |
| **Week 2** | |  |  |  |
|  | Policy Initiatives for Technology in the Curriculum |  | Discussion | 4 |
|  | Technology in the Classroom |  | Lesson Plan | 5 |
|  | Project Idea |  | Course Project | 2 |
| **Week 3** | |  |  |  |
|  | Course Project and Media |  | Discussion | 4 |
|  | Media Literacy Lesson |  | Lesson Plan | 5 |
| **Week 4** | |  |  |  |
|  | Course Project and Varied Lessons |  | Discussion | 4 |
|  | Varied Lesson Plan |  | Lesson Plan | 5 |
| **Week 5** | |  |  |  |
|  | Course Project and Learning by Design |  | Discussion | 4 |
|  | Learning by Design Lesson Plan |  | Lesson Plan | 5 |
|  | Course Project: Contact Page |  | Course Project | 4 |
| **Week 6** | |  |  |  |
|  | Gaming, Simulation, Microworlds, & Programming |  | Discussion | 4 |
|  | Course Project and Gaming, Simulation, Microworlds, & Programming |  | Discussion | 4 |
| **Week 7** | |  |  |  |
|  | Virtual Learning Communities |  | Discussion | 4 |
|  | Course Project and Collaboration |  | Discussion | 4 |
|  | Adapted Lesson Plan |  | Lesson Plan | 5 |
| **Week 8** | |  |  |  |
|  | Assess Learning |  | Discussion | 4 |
|  | Course Project: Educational Technology |  | Course Project | 10 |
|  | Presentation Evaluations |  | Course Project | 10 |
| **Total Points** | |  |  | **100** |

### Resources

Journals articles are provided in the Canvas LMS for this course as described in the readings for the assignments

### Example Assignments

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| * 1. Determine how to effectively integrate communities of practice and social networking in lesson plan designs. | CLO1, CLO3 |
| * 1. Determine how to effectively integrate data analysis or visualization tools in lesson plan designs. | CLO1, CLO3 |

**Activities and Resources**

|  |  |  |
| --- | --- | --- |
| **Readings** | | 7.1, 7.2 |
| ***Online Resources***   * Swan, K & Shea, P. (2005). [The development of virtual learning communities](http://portal.ou.nl/documents/12551527/12551599/swan%26shae_2005.pdf). In. S. R. Hiltz & R. Goldman, *Asynchronous Learning Networks: The Research Frontier*. New York: Hampton Press, 239-260. * In A. Collins (Chair), (1987). [Strategies for teaching thinking skills with interactive technologies](http://files.eric.ed.gov/fulltext/ED288913.pdf). Symposium conducted at the meeting of the American Educational Research Association, Washington. * Bell, P. (2000). [Scientific arguments as learning artifacts: designing for learning from the web with KIE](http://www.designbasedresearch.org/reppubs/bell-Linn.pdf). *International Journal of Science Education*, 22(8), 797-817. * [Introduction to communities of practice](http://wenger-trayner.com/introduction-to-communities-of-practice/) from Wenger-Trayner. * [Communities of Practice](http://pubpages.unh.edu/~jds/CofPractice.htm) from infed * [Analyzing Data](https://www.teachervision.com/skill-builder/graphs-and-charts/48946.html?page=1) from Teacher Vision (2 pages) * [Fifth-Graders Soar in the Blogosphere](http://www.educationworld.com/a_tech/tech/tech253.shtml) from Education World  * [Geospatial Revolution](http://www.doe.k12.de.us/Page/1453) from the Delaware Department of Education * [Geographic Information Systems in K-12](https://education.mn.gov/MDE/dse/tech/gis/index.htm) from the Minnesota Department of Education * [ArcGIS Explorer Desktop from Esri](https://www.esri.com/en-us/arcgis/products/explorer-for-arcgis) * [Google Maps](https://support.google.com/maps/?hl=en#topic=3092425) * [Data Handling Games](http://www.topmarks.co.uk/maths-games/5-7-years/data-handling) from Topmarks. * [Tasty Tech Activity with Excel](http://www.educationworld.com/a_tech/techlp/techlp004.shtml) from Education World * Committee on the Support for the Thinking Spatially (2006). Learning to think spatially: GIS as a support system in the K-12 curriculum. [Chapter 8: An assessment of GIS as a system for supporting spatial thinking in the K-12 context](http://www.nap.edu/read/11019/chapter/10). The National Academies Press. | | |
| **Explore** the following: | | |
| * [Blackboard](http://www.blackboard.com/learning-management-system/blackboard-learn.aspx) * [ClassFlow](https://classflow.com/classflow/) * [Google+](https://support.google.com/plus/?hl=en#topic=6320376) * [Schoology](https://www.schoology.com/) * [Moodle in education](https://docs.moodle.org/20/en/Moodle_in_education) * Scholastic – [Resources for Teachers](http://teacher.scholastic.com/resources-for-teachers/) * [Educational Freeware](http://www.educational-freeware.com/) * [Khan Academy](https://www.khanacademy.org/) * [Apple and Education](https://www.apple.com/education/) * [Facebook in Education](https://www.facebook.com/education) * You Tube Channels – [Teachers](https://www.youtube.com/user/teachers) * [Teaching Channel](https://www.teachingchannel.org/) * [PBS TeacherLine](http://www.pbs.org/teacherline/) * [Educational Technology and Mobile Learning](http://www.educatorstechnology.com/2012/06/12-best-ning-groups-for-teachers-to.html) * [iPads in Education](http://ipadeducators.ning.com/) * [TeachThought](http://www.teachthought.com/the-future-of-learning/technology/the-55-best-best-free-education-apps-for-ipad/) | * [Google Play](https://play.google.com/store/apps/category/EDUCATION/collection/topselling_free) * [Common Sense Education](https://www.commonsensemedia.org/educators) * [Intel Education](http://www.intel.com/content/www/us/en/education/intel-education.html?cid=sem461p439g-c&gclid=CjwKEAiAsJanBRCgnpfa0orvyz4SJAAbxEq-bPiVlFGm9TJLNlYmPCsQ0cr818Fcqh2Cup2Z5ZekoRoCC6_w_wcB) * [Wikipedia Education Program](https://en.wikipedia.org/wiki/Wikipedia:Education_program) * [Google for Education](https://www.google.com/edu/) * AT&T: [K-12 Education](http://www.corp.att.com/edu/k12/) * [K12 High Speed Network](http://www.k12hsn.org/conferencing/) * [TeachAde](http://www.teachade.com/) * [Exploratorium](http://www.exploratorium.edu/) * [Connections Academy](http://www.connectionsacademy.com/) * [USGS Education](http://education.usgs.gov/) * [Edutopia](http://www.edutopia.org/) * [Nick Jr.](http://www.nickjr.com/) * [Skype in the Classroom](https://education.microsoft.com/skypeintheclassroom) * American Association of School Librarians: [Standards for the 21st Century Learner Lesson Plan Database](http://www.ala.org/aasl/standards/lessons) | |

**Assignments**

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| **Virtual Learning Communities** | 7.1 |
| **Join** several sites for virtual learning communities. You may use the ones provided this week or some you know of on your own.  **Respond** to the following prompts in the Virtual Learning Communities forum by Wednesday:   * What communities did you join? * How do they support learning and instruction? * What kinds of activities are happening in the community?   **Reply** to three of your classmates’ posts by Sunday.  **Note**. Reference your readings in your initial response and your replies to classmates’. | |