EDU 167/267: Principles of Secondary Curriculum
& Content Area Modules—Remote Synchronous Online Course Syllabus
Mount St. Mary's College
Spring 2021
Wed 5:30-7:00 Synchronous Class held on Zoom (link will be on CANVAS)

Instructor: Dr. Salina Gray
Phone: (213) 477-2620 to leave a message
Email: sgray@msmu.edu OR via CANVAS
Office hours: by appointment: to make an appointment, please email
Estimated response time to email and/or phone: within 24 hours

Required Texts (available at the Doheny Bookstore):

1. Wiggins, G. & McTighe, J. (2005). Understanding by Design. Alexandria, VA: ACSD. ISBN: 978-1416600350
2. Accompanying workbook. ISBN: 978-0871208552
3. California Department of Education Frameworks in your content area.**
4. California Department of Education Content Standards in your content area. **
   ** Available for free download online at www.cde.ca.gov/standards.
5. Next Generation Science Standards (NGSS) - https://www.nextgenscience.org/

Course Description:
Principles of Secondary Curriculum is a continuation of EDU 166/266 and focuses on the teacher as curricular decision-maker and instructional designer. We will deepen our knowledge of issues addressed in earlier courses such as assessment of development, design and delivery of instruction, and educational equity. The role of the teacher will be examined with an eye to creating longer connected learning sequences, or units, and developing performance assessments.

The Content Area Modules are offered in each content area and address content-specific instructional and curricular strategies.

Course Objectives:
Essential Questions
  o Who and what defines curriculum?
  o What are excellent and equitable pedagogies for teaching in my subject area?
  o How does one plan for instruction, short- and long-term?

Student Learning Outcomes/ Course Objectives
Students who complete this course are expected to:

1. be able to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.
2. plan and deliver content-specific instruction that is consistent with the state-adopted academic content standards in grades 6-12.
3. consider students' prior knowledge, experiences, abilities, and interests as they plan academic instruction.
4. understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English Learners, including programs for English Language Development and their relationship to the state-adopted reading/language arts student content standards and framework.
5. understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.

The syllabus has two major functions:

1. THE SYLLABUS IS A STATEMENT OF COURSE EXPECTATIONS

The syllabus sets out the course requirements, the grading scale, and the methods of assessment. It is intended to provide the students with sufficient information about the course expectations, along with due dates, and a class schedule. After the add/drop period, instructors should not redistribute points unless it is to the advantage of the student (e.g., reducing the homework/reading, removing a specific requirement, such as a quiz). The syllabus should be *consistent* with the catalog description.

2. THE SYLLABUS IS A PERMANENT RECORD

The syllabus is a permanent record for the student, instructor, the department, and the institution. As such, it is both a professional and personal document. The syllabus provides a record of course content, grading methods, and information vital for equivalency transfers, as well as for the evaluation of a course or instructor. Subsequently, both faculty and students should retain course syllabi for future reference.

Course Assignments:

Tasks	% of Final Course Grade
Online Attendance/Participation	5
Online Sessions Zoom discussion/reflection	10

Tasks	% of Final Course Grade
On-line Field Observation--SIOP form and reflection	10
On-line Field Observation—Use of Technology and reflection	10
Stage 1 Templates	10
Stage 2 Templates, including performance tasks and rubrics	10
Lesson Plan/Guest Lesson	15
Reflection on Lesson Plan	5
Unit Plan	15
Final Reflection	10

Classroom Policies:

Synchronous (On-Line Zoom) Participation/Attendance:
During our synchronous class we time will discuss and model various teaching approaches and the online modules. These class discussions will help us clarify our beliefs and practices. Missing more than two sessions and/or being consistently tardy seriously jeopardizes your ability to earn a passing grade in the course. If you miss three sessions or the equivalent, you will be required to complete an additional assignment. Any additional absences will result in being administratively dropped from the course.

Asynchronous Modules: Each week you will be required to complete an on-line module. The readings, assignments and activities should be completed by 5:00 on the day we meet synchronously.

Submitting work: All assignments should be thoughtfully prepared, with attention to grammar, spelling and language conventions. Unless otherwise noted, please submit all work on CANVAS.

Make-Up Work and Late Assignments: If you need more time to complete work, PLEASE LET ME KNOW so that we can make arrangements. There is an initial grace period where work can be submitted late without penalty. To receive that grace, you must contact me ahead of time. Otherwise, points will be deducted for late work and after the grace period the work will not be accepted.

Grading:
The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Assignments must be completed on time according to detailed

guidelines. Late work may be accepted but will not receive a grade higher than the lowest grade given for on-time assignments.

Fieldwork is required. An important way to apply the theories and principles studied in class to real-life students and classrooms is through focused participation/observation activities. Fieldwork assignments must be completed in the content area coach's classroom. Three visits are required. Please make the needed arrangements with your employers immediately.

Your course grade and advancement in the Single Subject Credential Program will be based on your performance on the following activities:

A	A-	B+	B	B-	C+	C	C-	D	F
94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	65-69	<65

Synchronous (Zoom) Reflection/Discussion:
Responses to modules and other prompts will be required. These will be based on assigned readings and online modules. Grading will be on participation, and on how thorough and your reflection/responses are. In general, your short reflections/discussions should be at least 7-9 sentences in length, unless specified.

Field Observations—SIOP and Technology

For the first field observation, a SIOP observation form will be completed and a brief description and reflection on the class included. Specific guidelines will be provided on Canvas along with a rubric that will be used for assessment. The second field observation will focus on the use of technology in the content area classroom. Specific guidelines will be provided.

Stage 1 and Stage 2 Templates:

In preparing for the unit plan, UbD suggests using templates to guide your thinking. These will be collected and assessed midway through the semester to ensure that you are on-track for the culminating unit plan. All work with the templates should be reflected in your final project.

Lesson Plan/Guest Lesson and Reflection:

Present a 30-45-minute lesson created using Understanding by Design to the students in your coach's classroom. This lesson should be part of the Unit plan being created. Specific guidelines will be provided on Canvas along with a rubric that will be used for assessment.

Unit Plan:
A detailed unit plan will be created using the Understanding by Design strategies presented in this course. Guidance from content area coaches will be provided. Specific guidelines will be provided on Canvas along with a rubric that will be used for assessment.

Final Reflection:
Write a 1-2 page reflection on what you have learned in this class. Include specific references to the major activities of the class to answer the following questions: Who and what defines curriculum? What are excellent and equitable pedagogies for teaching in my subject area? How does one plan for instruction, short- and long-term?

   SPECIAL CIRCUMSTANCES DUE TO COVID:

- This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending face-to-face meetings, please be in contact with the instructor to discuss accommodations.

- **Potential COVID-19 Disruption: Should the course modality change during the semester the instructors will provide a comprehensive update of how the class will continue and any changes that may result.**

                                COURSE SCHEDULE

Session Date	Class Meets	Key Focus	Assignments Due 5 pm day of Zoom

Session Date	Class Meets	Key Focus	Assignments Due 5 pm day of Zoom
#1 -1/13	Zoom 5:30-7:00	Who is in this class? What are the requirements of this course? What are the major tasks and how are they related to the credential process? What is instructional planning? What is Stage 1--" Identifying Desired Results"?	**Complete Module #1: Introduction and Syllabus**
#2 - 1/20	Zoom 5:30-7:00	What is an essential question? What are the stages of backwards design? What is the big picture? (Stages 1,2, and 3) What is the SIOP lesson plan? Model Digital Literacy, including: Fair-use guidelines, internet security, creative common license, copyright law	**Complete Module #2: SIOP and fundamentals of Backwards Design** **ED #1: Somewhere in America Writing Goal and Objetives**
#3 - 1/27	Zoom 5:30-7:00 And with Coach #1	**Content Area Module I--Planning Classroom Observations of Coach using SDAIE pedagogies and SIOP lesson form and use of technology What feedback can I get from my coach to better meet the instructional needs of English learners? What is the purpose of the SIOP lesson form? How can the SIOP lesson form improve my teaching? What are content area pedagogies that provide excellent and equitable instruction? What are ways in which technology can be included in the classroom? [SIOP observations should be completed between 1/28 and 2/25]** How can you identify the "Big Idea"? Mini lessons—5-minute presentations for "hooking" students.	**Complete Module #3** **ED #2: Sheltered Instruction**

Session Date	Class Meets	Key Focus	Assignments Due 5 pm day of Zoom
#4 - 2/03	Zoom 5:30-7:00	What are the components of stage 1? What counts as acceptable evidence for stage 2 planning? What is required for the SIOP lesson plan? View video clip and create detailed SIOP lesson plan	**Complete Module #4 Essential Questions, Hook, Big Ideas**
#5 – 2/10	Zoom 5:30-7:00	How do I incorporate SDAIE Instructional strategies into my instructional planning in order to make content accessible? How do others plan curriculum? What strategies are used for student engagement?	**Complete Module #5** **Stage 1 Templates due**
#6- 2/17	Asynch. #1 (module only no zoom)	IRIS Modules to Support the Struggling Learner Other online resources for lesson planning *Prince EA and Boy in a Band videos on the nature and cause of schooling, complete reflection questions and discuss*	**Complete Module #6**
#7 – 2/24	Zoom 5:30-7:00 and with coach #2	**Content Area Module II--Debrief on SDAIE methods used by coach. Developing ideas for lesson plan** **What are the most interesting findings that I can share with my Content Area Groups?** **What is an appropriate direction for my unit plan?** **What are excellent and equitable pedagogies in my subject area?** More on stage 2 planning What is a performance task? What is needed for the lesson plan? Mini-lesson: Teaching a skill	**Complete Module #7: SIOP and Technology Field Observations due**

Session Date	Class Meets	Key Focus	Assignments Due 5 pm day of Zoom
#8 - 3/3	Zoom 5:30-7:00	How do I interpret and use assessments? What questions remain about stage 2 planning? What do I need to know to begin stage 3--" Planning Learning Experiences and Instruction"?	**Complete Module #8: Stage 2 Planning** **Data and Assessments to guide pedagogy**
3/10		SPRING BREAK NO CLASS	NO MODULE
#9 -3/17	Zoom 5:30-7:00 and with coach #3	**Content Area Module III-- Feedback on Unit Plan** **What improvements can be made on my unit plan?** **What are strategies for monitoring and assessing progress of English Learners?** **Planning for guest lesson** **[Guest lecture to be completed between 3/18 and 4/7]** How does the lesson plan differ from the unit plan? What are examples of developmentally appropriate teaching practices?	**Complete Module #9: Including Lesson plans** **Stage 2 templates due**
#10 -3/24	Zoom 5:30-7:00	How does the social environment affect lesson planning? How do I maximize student engagement?	**Complete Module #10** **Guest lesson plans due**
#11- 03/31	Asynch. # 2 (no zoom)	Refining Stages 1-3 for the Unit Plan	**Complete Module #11** **Lesson Plan reflection due**
#12 - 4/7	Zoom 5:30-7:00	Lesson Plan Debrief and Sharing of a strategy	**Complete Module #12** **ED #3**

Session Date	Class Meets	Key Focus	Assignments Due 5 pm day of Zoom
#13- 4/14	Zoom 5:30-7:00 and final (#4) with coach	**Content Area Module IV--Debrief** **What can I learn from my guest lesson?** **In what ways can I improve my short and long-term lesson planning?** **What are some resources/opportunities for continuing to improve my lesson planning?** How does classroom management affect lesson planning? What did I learn about planning lessons for the "real" classroom?	**Complete Module #13** **ED #4**
#14- 4/21	Zoom 5:30-7:00	How do I plan content lessons? What questions remain about unit planning and lessons? Unit plan sharing	**Complete Module #14**
#15-4/28	Asynch. # 3 (no zoom)	Long term planning Considerations Specific to various Content Areas	**Complete Module #15** **FINAL Unit Plan due 4/28 before midnight**
#16 - 5/5	Zoom 5:30-7:00	What reflections will influence my future instructional planning? How will I continue to develop my skills for instructional planning? Final class activities	**Complete Module #15** **Final Reflection Due**

Education Department Philosophy:

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

   Investment in Inclusivity:

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.

- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.

- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements:

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.

- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.

- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

MSMU University and Education Department Policies:

- **University PPE Policy**: All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.
- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is

an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary, and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.

- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see https://www.turnitin.com/solutions/plagiarism-prevention).

- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
    - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
    - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
    - **Study Days:** The "Study Days" policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.

- **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.

- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, to support candidates to meet expectations.

- **Early Fieldwork Requirement:** Early Fieldwork is an important way to apply the theories and principles studied in class, to real-life classrooms and students, through focused participation/observation activities in the field.

  The program's Single Subject Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. A minimum of 600 hours of clinical practice is required across the arc of the program with 450 hours being completed during Supervised Teaching.

  150 hours of early fieldwork are completed prior to Supervised Teaching by all single subject candidates. Each professional preparation course consists of two modules, one guided by a Mount Saint Mary's University faculty member and a second by an expert teacher in the candidate's content area. Each module represents 17 hours of interrelated instruction and fieldwork and must be completed by pre-service and in-service candidates for a total of 51 hours leaving 99 hours to be completed in several ways.

  In addition to the 51 required fieldwork hours with coaches, in-service teachers may complete fieldwork hours in their own schools. Required hours outside of your classroom may be greater if your school of employment does not meet or partially meets the qualifying site requirements.

  Alternative Fieldwork Experience: Candidates may request an alternate fieldwork experience to substitute for in classroom fieldwork (except for those completed in the coach's classroom) by submitting an Alternate Fieldwork Placement request form to the Program Director. This form must be signed off by the Program Director before the hours can count towards the log.

  Verification of Early Fieldwork Hours: As part of your supervised teaching application process, the advisor will confirm that you have submitted Early Fieldwork Logs that will total 150 hours before allowing you to advance to supervised teaching.

- **Certificate of Clearance:** To demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates MUST have a Certificate of Clearance PRIOR to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**

- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
    - files the application no later than 1 week prior to finals
    - has completed the majority of assignments
    - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
    - is prevented from completing the final assignment

- **Quality of Work:** The MSMU Education Department expects all credential and master's candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

- **Resource Binder Maintenance**
  All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filling system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.

- **Student Resources**
  Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.
  Professional and Academic Resource Center (PARC)
    - The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment. access the PARC page on myMSMU:

https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC

- o All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.

- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

  Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

MSMU Office Information:
- Please call or email the Education Department Administrative Assistant to make an advisement appointment: educationdepartment@msmu.edu or (213) 477-2620.