Organization of the Elementary School Curriculum  
ELED 503 – Section 700a  
Fall 2009

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Office hours:  
M - 11:00 a.m. - 1:00 p.m.  
T - 9:00 a.m. - 1:00 p.m.

Online hours:  
M - F - Until 3:00 p.m.

Class Location: Online

Western Information Line (270) 745-4845  
(For Information on school closing due to inclement weather)

Pre-requisite: None

Course Description: Principles and practices in elementary school curriculum construction. Emphasis is placed on forces affecting curriculum, current innovation, and trends.

Rationale: Elementary curriculum development is a course designed to give students a solid understanding of the background, current use of and likely future trends in the curriculum of American public schools. It is the intention of the course to make the student question, and then to clarify his/her beliefs and feelings concerning the curriculum development process.

Course Objectives and Assessment:

The goal of this course is that:

Regardless of subject, concentration on teaching, the successful student will develop understanding of curriculum philosophy, history, design, implementation and evaluation. Society has placed strong mandates on public education over a period of time. The well-versed curriculum student will understand the social, political, and psychological influences upon curriculum development in the United States and how they affect classroom teachers, and the developers of curriculum. This course gives the student the basis from which to pursue further study in specified areas of curriculum, such as math or social studies. It is intended that students will take from this course two major capabilities:

1. The ability to develop a concise, effective, innovative process to develop a curriculum plan which can be used or easily shared with others, and

2. The ability to evaluate curriculum based on the usability and flexibility it displays with the ever changing demands and influencing forces in society.
The course objectives, instructional methods and activities, and assessment relate to the following Kentucky Teacher Standards:

**Standard 1. Demonstrates Applied Content Knowledge**

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

**Standard 2. Designs/Plans Instruction**

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Standard 3. Creates and Maintains Learning Climate**

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Standard 4. Implements and Manages Instruction**

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Standard 5. Assesses and Communicates Learning Results**

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Standard 6. Demonstrates the Implementation of Technology**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

**Standard 7. Reflects on and Evaluates Teaching and Learning**

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

**Standard 8. Collaborates with Colleagues/Parents/Others**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Standard 9. Evaluates Teaching and Implements Professional Development**

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

**Standard 10. Provides Leadership within School/Community/Profession**
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being
<table>
<thead>
<tr>
<th>Experienced Teacher Standards:</th>
<th>Core Objectives:</th>
<th>Core Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, II, IX</td>
<td>Gather and process data, information, and materials</td>
<td>Collect, synthesize, and analyze data and submit or present reports, reviews, and/or papers. Evidence and level of achievement to be determined by the instructor.</td>
</tr>
<tr>
<td>I, III, X</td>
<td>Plan instruction</td>
<td>Plan instruction that is accurate in content and in a manner appropriate to students’ needs. Evidence to be collected from lesson plans and dialogue with the students.</td>
</tr>
<tr>
<td>I, V</td>
<td>Deliver instruction</td>
<td>Deliver instruction that is accurate in content and in a manner appropriate to students’ abilities. Evidence to be collected from video/audio performance and/or direct observation.</td>
</tr>
<tr>
<td>VI</td>
<td>Assess/evaluate instruction</td>
<td>Accurately assess instruction, student progress, and provide appropriate feedback. Evidence to be shown on evaluative instruments prepared by the students and by observation of video/audio performance.</td>
</tr>
<tr>
<td>I, III, V</td>
<td>Design and deliver instruction based on valid educational theory and current research findings</td>
<td>Scholarly papers. Videotaped lesson presented for Comprehension Examination, with accompanying written documentation</td>
</tr>
<tr>
<td>I, III, V</td>
<td>Design and deliver instruction that reflects integration of content</td>
<td>Written documentation accompanying videotaped lesson</td>
</tr>
<tr>
<td>I, V</td>
<td>Model instructional design in which content is accurate and teaching skills are appropriate</td>
<td>Written instructional design presented for Comprehensive Exam</td>
</tr>
<tr>
<td>I, V</td>
<td>Model instruction following a design that he/she has developed</td>
<td>Videotaped lesson presented Comprehensive Exam</td>
</tr>
<tr>
<td>VII</td>
<td>Explicate the rationale for his/her teaching behaviors</td>
<td>Written statements defending rationale for instructional design in Outcome #1 (see above), a part of the Written Comprehensive Exam</td>
</tr>
</tbody>
</table>

Critical Performance: Kentucky Teacher Standard I – Demonstrates Applied Content Knowledge
The student will demonstrate an understanding of the influences of educational philosophies, historical development, social foundations, economic issues, theorist's influences and organizational procedures on the local, state, and national level of curriculum.

Course Topics:

Major topics to be considered are:

- History of Curriculum Development in United States
- Definition of curriculum and instruction
- Philosophy and Curriculum
- Societal Influence on Curriculum Development
- Needs and Curriculum
- Curriculum Planning and Design (Development)

- Curriculum Implementation
- Curriculum Evaluation
- Politics and Curriculum
- Student Development and Curriculum
- Curriculum Changes and the Future
- Elementary School Issues and Curriculum Development

KERA Elements/Contexts Addressed:

- Curriculum
- Performance Assessment
- School-Based Decision Making
- Family Resource/Youth Services Center
- Primary Program

Essential Curriculum Questions:

1. What is a curriculum? How does it relate to teaching and learning about elementary school and technology?

2. What are the goals, products, and processes of curriculum work?

3. What is the nature of curriculum reform movements and changes in elementary education? What issues, products, and processes underpin contemporary reform movements?

4. What processes and criteria are commonly used to evaluate elementary curriculum? How might evaluation improve teaching and learning about the technological world?

5. How can research help improve curriculum work?
Instructional Methods and Activities:

This class is a hybrid class and primarily uses multiple teaching approaches: online questions, online discussion, exploration and inquiry.

Activities, Requirements, and Assignments:

To successfully complete this course, students need to critically read the curriculum literature, contribute substance and insights to class discussions, complete assignments and exams, and document new understandings in various projects. There are some alternate assignments for students who are not teaching or working toward certification in other areas.

200 points Two (2) 100 point exams (Midterm and Final)

100 points ***Research paper (3 - 4) pages not including reference and title pages) titled, "The Impact of Philosophy and Society on Curriculum Development at (Name of student’s school)." A minimum of 5 sources is required that have been published within the last 5 years. Absolutely no Internet sources unless those sources are books or journal articles. Every component of the research paper must follow the 5th edition of APA. Students must submit copies of all research sources used in their papers. No final grade will be submitted until research sources are submitted to the course instructor. Avoid using Instructor, Education Digest, Learning, etc. The final paper will include an abstract.

15 points Students MUST submit one (1) progress report indicating development and progress of the research project. (Sample research papers will be provided in class.) The scoring guide is located at the end of this syllabus.

***NOTE: This assignment is uploaded on the electronic portfolio.

75 points Propose, design, implement, and evaluate a service learning project which addresses a need in the student’s classroom or school. The project MUST be approved by the course instructor and includes a written proposal and a reflection paper. (Sample on Blackboard). Students currently not teaching may opt to work with a teacher in the ELED 503 class or a school where they substitute teach.

50/75 points All students MUST complete a lesson plan based on their service-learning project. The lesson plan (Tasks A-1 and A-2) MUST follow the format developed by the Kentucky Department of Education for the Kentucky Teacher Internship Program (KTIP). The lesson and lesson plan may be shared in ONE of the following ways: (1) observation of the lesson by the course instructor or (2) submission of a DVD/VHS tape of the lesson. Visual aids such as a hard copy of the PowerPoint, handouts, etc. are to be submitted to the course instructor. Final points will vary for the class due to the optional requirement. (See the Grading Scale section of the course...
25 points  All students must complete a Service Learning Proposal. (Sample and format on Blackboard.) The proposal MUST be word processed, signed by the school principal and a representative of the agency, and mailed to the course instructor.

50 points  Unlike a traditional class where participation may be judged solely by attendance, participation is also documented by communiqué and information exchange (e.g. e-mail, messages, conference postings, telephone, class, and document exchanges) among the class participants. The substance, function, and nature of these communiqués (e.g., relevance, clarity, and insightfulness) become indicators of a learner’s conceptual and attitudinal growth.

Class discussions can be productive learning activities if students:

- conscientiously share relevant resources and experiences;
- make connections between first-hand observations of educational problems and curriculum issues;
- critically examine their own assumptions, as well as the assumptions of others;
- offer and explain individual propositions, ideas, and insights;
- justify individual assertions with evidence;
- interweave the ideas of others into individual posts; and
- summarize readings and discussion.

150 points  Students are expected to read and complete the modules related to ELED 503. All students must complete the weekly or bi-weekly assignments included in each module.

Assessment, Evaluation and Grading:

Although the expected quality of student products and contributions is contingent upon the goals and characteristics of the activity, general quality guidelines for all deliverables include:

- completeness and coherence of work;
- logically applying curriculum concepts and processes within the assignment;
- attributing ownership of ideas, maintaining privacy and conforming to other practices established within the *Publication Manual of the American Psychological Association* (5th ed.).
 applying standard convention of English composition. Remember to use a spell checker, and grammar checker as well as proofreading before submitting documents. It would be helpful to ask another person to read your documents before submitting them.

**Point Deduction**

Points will be deducted for spelling errors, typographical errors, and other grammatical mistakes. Assignments in which liquid paper (white out) has been utilized or erasures have been made will not be accepted. All assignments must be word processed and double-spaced. Written assignments will not be accepted that are in less than a 12-point font. A 12-point font is preferred and a format such as Times New Roman or Helvetica. A one-inch margin all the way around is expected. Points will be deducted from the grade earned on an assignment for errors or not following these guidelines.

**Assignment Schedule:**

A schedule of due dates is located on Blackboard. Additionally, information will be posted under Announcements on Blackboard. All activities must be submitted as scheduled. A 5% grade/point reduction will occur for each day the assignment is late. Extensions will be administered on a case-by-case basis at the instructor’s discretion. On-line discussions/assignments must be submitted by the deadline.

**Grade Assignment Scale:**

Final grade is determined by points not percentages.

<table>
<thead>
<tr>
<th>DVD/VHS (Service Learning Lesson)</th>
<th>Instructor Observation (Service Learning Lesson)</th>
</tr>
</thead>
<tbody>
<tr>
<td>690 – 641 = A</td>
<td>665 - 618 = A</td>
</tr>
<tr>
<td>640 - 593 = B</td>
<td>617 - 571 = B</td>
</tr>
<tr>
<td>592 – 545 = C</td>
<td>570 - 525 = C</td>
</tr>
<tr>
<td>544 – 496 = D</td>
<td>524 - 478 = D</td>
</tr>
<tr>
<td>495 Below = F</td>
<td>477 Below = F</td>
</tr>
</tbody>
</table>

**NOTE:** The course instructor reserves the right to add, delete or modify assignments, points, and scoring guides.

**Class Policies and Expectations:**

Blackboard is a Web-based course management system that will serve as our common classroom. Access Blackboard through any Web browser, such as Microsoft’s Internet Explorer or Netscape Navigator at https:blackboard/wku.edu. Since this is a secure space, a valid Western Kentucky University (WKU) ID and a password will be required to access the course site.

Blackboard offers numerous communication tools (e.g., an asynchronous discussion board and a chat tool) and file storage areas that will enable the exchange of information. For example, the Announcement section of Blackboard will be used to inform students of current learning goals,
assignments, and deliverables. The Document section will house information and instructional resources such as PowerPoint presentations and activities. The Gradebook section will include points earned on assignments.

**WKU Network ID:**

A WKU student is entitled to a wealth of computer services including e-mail and space to published Web documents. To use those services, students must establish an electronic identity called a WKU Network ID; this consists of a username and password.

**Code of Ethics:**

Students of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity. Plagiarism or violations of copyright policies are a form of academic dishonesty and are treated as ethics violations. See policy in the *Western Kentucky University’s Graduate Catalog* for more information. The Student Code covers student rights and responsibilities, student complaint procedures, student misconduct, student disciplinary procedures, and other related information. It is the responsibility and right of every student to become familiar with the information contained in the Code.

- **Academic Offenses:**

  Academic dishonesty, plagiarism, cheating, or other types of academic offenses will NOT be tolerated and anyone committing such acts risk disciplinary measures.

- **Cheating:**

  Any student found cheating, or observed copying from another student’s work, or found to have plagiarized from other material will receive a grade of 0 for the assignment in question.

**Communication:**

Prompt and effective communication is essential to the learning and teaching process. The WKU computer network, especially e-mail and Blackboard’s computer conferencing tool, will be employed in ELED 503 to:

- discuss learning goals and concepts related to educational research;
- state resources, ideas, and make suggestions;
- request assistance or make appointments, and
- discuss and clarify class activities.
Guidelines for E-mail correspondence:

- subject line should include course number and prefix, student’s last name and question in parenthesis (i.e., ELED 503, jones700, What is the name of the book?”) The course instructor WILL ONLY RESPOND TO WKU email accounts and those that follow this requirement.
- include only one subject per heading;
- use a descriptive subject heading;
- when conducting group business, carbon copy (cc) all group members;
- follow acceptable e-mail etiquette; and
- be concise, write short sentences, and use bulleted lists.

ALL ASSIGNMENTS SUBMITTED VIA E-MAIL MUST FOLLOW THE GUIDELINES BELOW:

- The file sent as an attachment must be include the student’s first initial, last name, brief title of the assignment, and section number.
  Example: cjonesModule1700.doc

Computer Rights and Responsibilities:

All students must conduct themselves in accordance with the highest standards of responsible, legal, and ethical computer use while accessing WKU computer resources.

Equity and Inclusion:

All written, graphic, and aural communication needs to conform to guidelines for non-sexist and non-racist language. Consult the most recent edition of a professional style guide for specific guidelines such as the *Publication Manual of the American Psychological Association* (5th ed.).

Withdrawal Policy:

Class attendance at face-to-face meetings, class work, and class participation will count towards the final grade. To withdraw from this class, students must complete the official withdrawal process, as outlined in the university catalog.

Make Up Work

Late assignments will not be accepted. If students anticipate being absent when an assignment is due, they may turn it in early. There is no provision for make-up of the final exam.
Privacy Information:

Students sometimes want to discuss their grade or points or a project or examination via e-mail. E-mail is not secure or private. Therefore, if students request their points or grade, they must sign a release form. This policy also applies to students who request friends or classmates to pick up graded or scored projects, papers, or examinations.

Electronic Portfolio and Critical Performance:

Students must be registered on the electronic portfolio website to upload the products that address the critical performance. The web address for the electronic portfolio is http://edtech6.tph.wku.edu/~/. The critical performance assignment must be types/saved in Microsoft Word format or as an rrf file. Neither Microsoft Works nor Word Perfect will upload to the university’s electronic portfolio. WARNING: Office 2007 files MUST be converted to an earlier Microsoft version (i.e., Word “.doc” instead of Word “.docx”) prior to sharing or submitting assignments. Upload each assignment as one document, if possible. Final grade will be submitted to the Registrar ONLY when the products have been successfully uploaded, read, and scored by the instructor.

Cell phones and Other Electronic Devices:

Please turn off cell phones, pagers, and other electronic equipment brought to class. (Let Freedom ring, but not via cell phones!) In case of an emergency, set your phone on silent/vibrate, sit by the door, and exit the classroom to deal with the call. Under no circumstances are messages to be taken/replied to in the classroom. Remember, text messaging during class is essentially the same as being absent from class. Computer may ONLY be used in class when working on a group project and the instructor has given permission.

Other Information:

1. Xeroxed materials (i.e. copies of commercial or other individuals materials) are not appropriate as part of a project completed for a grade.

2. Do not wait until the last minute to begin assignments for this class or you will find yourself in major difficulty. Please contact me before or after class, by e-mail or by phone for assistance.

Disability Accommodations:

Candidates with disabilities who require special accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services (OFSDS), Room 445, Potter Hall, telephone number (270) 745-5004 V/TDD. Please do not request special accommodations from a university faculty member without a letter of accommodation from the OFSDS.

Textbooks:


**Bibliography**

**Books:**


**Journals and Magazines:**

*Educational Leadership*  
*Principal*  
*NASSP Bulletin*  
*Kappan*  

*School Board Journal*  
*The Chronicle of Higher Education - newspaper*  
*Education Week - newspaper*

**Web Sites:**

http://www.ascd.org  
http://www.pta.org  
http://www.pdkintl.org  
Global Schoolhouse  
The Internet and Schools  
Kentucky Dept. of Education  
Kids Web  
NASA educational resources  
School educational resources  
U.S. Dept. of Education  

http://www.gsh.org  
http://sunsite.unc.edu/cisco/tracy-article.htm  
http://www.kde.state.ky.us  
http://www.npac.syr.edu:80/textbook/kidsweb/  
http://www.gsfc.nasa.gov/  
http://www.teleport.com:80/~vincer/  
http://www.ed.gov/

**Search Engines:**
Critical Performance
Organization of the Elementary Curriculum
ELED 503

Kentucky Teacher Standard Assessed: Standard I: Demonstrates Applied Content Knowledge

Purpose and Use Statement: This critical performance is a graduate level evaluation of Kentucky Teacher Standard I: Content Knowledge. The student will demonstrate an understanding of the influences of educational philosophies, historical development, social foundations, economic issues, theorists’ influences and organizational procedures on the local, state, and national level of curriculum. Completion and uploading of this performance into the electronic portfolio is a requirement for a grade in Organization of the Elementary Curriculum.

Graded Products: Appropriate documentation of research project

Tasks and Products: The goal of this critical performance is to select and research an innovation, idea, issue, topic, problem in elementary curriculum. The course instructor will assist graduate students with the selection of an appropriate issue, topic in elementary curriculum.

Examples of projects may include:

- Research paper and videotape/DVD/poster
- Resource Unit
- Curriculum Guide

The project is designed so that graduate students use research tools (i.e., Internet sources, educational journals and books, DVDs, and interview techniques, etc.) to complete a research project on an innovation, idea, issue or topic in elementary curriculum. The graduate students will document their progress in one more of the following ways:

- A thesis statement/abstract
- Written proposal for project
- Working or annotated bibliography
- Rough draft or working notes
- Outline
- Copies of cited references

Rubric for Research Project
Critical Performance
ELED 503

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Correct title page; 1” margins on all sides; correct length of paper; 12 pt. font; utilized block style</td>
<td>Correct title page; 1” margins on all sides; paper is somewhat the correct length; 12 pt. font is generally used; utilized block style</td>
<td>Title page included; margins don’t follow the guidelines; length of paper exceeds 7 pages (research paper only) including the title and reference page; 12 pt. font utilized; utilized block style</td>
<td>Title page is not included; margins don’t follow the guidelines; length of paper exceeds 7 pages (research paper only) including the title page and reference page; incorrect size font; incorrect font style</td>
</tr>
<tr>
<td><strong>Quotations</strong></td>
<td>All quotations are correct and follow 5th edition of APA</td>
<td>All quotations generally follow the 5th edition of APA</td>
<td>Some quotations are correct and follow 5th edition of APA</td>
<td>Quotations are incorrect and don’t follow the 5th edition of APA</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Free of typographical errors; grammatically correct; writes in 3rd person; varied sentence and paragraph beginnings; acceptable sentence and paragraph structure</td>
<td>Few typographical errors; writes in 3rd person, but with some opinion; varied sentence and paragraph beginnings; generally acceptable sentence and paragraph structure</td>
<td>Many typographical; many grammatical errors; uses a mixture of voice; some varied sentence and paragraph beginnings; unacceptable sentence and paragraph structure</td>
<td>Paper unacceptable</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Logical organization; effective introduction and summary</td>
<td>Logical organization; identifiable introduction and summary</td>
<td>Weak organization; missing introduction and/or summary</td>
<td>No identifiable organization; missing introduction and/or summary</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Paper demonstrates knowledge of course content, analysis, synthesis, and application of information, includes all entries on reference page</td>
<td>Paper demonstrates some knowledge, analysis, synthesis, and application of information, includes all but 1 of the entries on reference page</td>
<td>Weak knowledge of course content, analysis, synthesis, and application of information, includes a few entries on the reference page</td>
<td>Failure to exhibit course knowledge; a grasp of the topic; and no relation to the topic of the course; includes 1 entry on the reference page</td>
</tr>
<tr>
<td>References</td>
<td>A wide variety of quality references published within the last 5 years, cited correctly in text and on the reference page; follows 5th edition of APA; all entries on the reference page are addressed in the text</td>
<td>A variety of quality references generally published within the last 5 years; cited correctly in text and on the reference page; generally follows 5th edition of APA; all entries on the reference page are addressed in the text</td>
<td>Limited variety of quality references; some published within the last 5 years; somewhat cited correctly in text and on the reference page; somewhat follows 5th edition of APA; most entries on the reference page are not addressed in text</td>
<td>No variety of references; most references are not published in the last 5 years; incorrectly cited in text and on the reference page; doesn’t follow 5th edition of APA; most entries on the reference page are different from those cited in text</td>
</tr>
</tbody>
</table>