

Course/Module Number/Title: **62-114**  
**Introduction to Curriculum and Instruction (1 credit hour)**  
**Dual Credit (Suite II)**

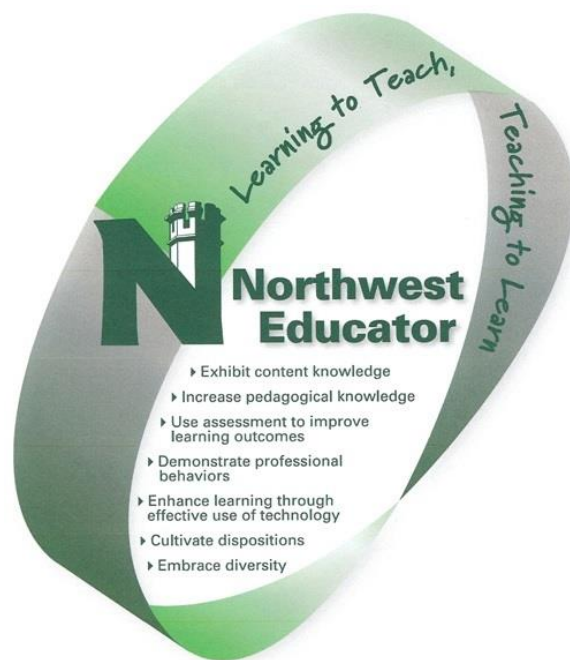
**Professional Education Unit Vision:**

The Northwest Missouri State University Professional Education Unit prepares highly effective, ethical, professional educators who possess the knowledge, skills and professional dispositions in order to embrace the responsibility for the learning of all children in a diverse and dynamic society.

**Professional Education Unit Mission:**

The Northwest Missouri State University Professional Education Unit will be a catalyst for education excellence by preparing P-12 professional educators who apply best practices to positively impact learning.

**Conceptual Framework:**



## Course/Module Description:

This course/module builds on the experiences of students in the Developmental Foundations module and focuses on the development of curriculum and instruction based on the unique needs of individual students and culturally responsive pedagogy. Candidates will be introduced to national and state standards that frame curriculum development while at the same time realizing that instruction is driven by the analysis of student assessment results. This course requires 3-5 hours of field experience work.

**Prerequisite:** 62-113 Professional Learning Community I

**Co-requisites:** 62-116 Professional Learning Community II; 62-115 Principles of Assessment

A background check must be completed for this course prior to field experiences.

A confidentiality statement must be completed for this course prior to field experiences.

## Instructor Information:

Instructor:

Office Phone:

Office Location:

Office Hours:

Email:

## Course/Module Rationale:

This course provides a foundation for the development of curriculum and instruction that will meet the needs of individual students. Students will become proficient in developing unit plans, lesson plans and differentiated instructional activities that will accommodate specific learning styles, learning needs and that will be responsive to the diversity of cultures in classrooms today.

### Essential Questions:

**What are the essential components of a standards-based unit plan that effectively meets the needs of all students?**

## COURSE/MODULE OBJECTIVES, COMPETENCIES, AND ASSESSMENTS

### Course Objectives:

1. Candidates will identify the national and state learning standards that drive curriculum planning.
2. Candidates will define the academic language of planning curriculum and instruction.
3. Candidates will identify a variety of instructional strategies including those that promote critical thinking and will be able to effectively utilize them in lesson planning and instructional delivery.
4. Candidates will recognize the relationship between student engagement, student achievement and classroom management.
5. Candidates will explain the spiraling nature of curriculum as evidenced in state and national standards.
6. Candidates will identify the diverse needs of students and appropriate differentiated instructional strategies.
7. Candidates will identify various research-based models of lesson design and the common elements found in them.

8. Candidates will recognize elements of backward design in unit planning and project-based learning.
9. Candidates will understand that instructional resources change over time based on social, cultural, economic and academic factors.

**Course Competencies:**

1. Locate standards on state and national websites.
2. Locate and define academic language of curriculum and instruction.
3. Identify instructional strategies in model unit plans.
4. Differentiate between instructional strategies and learning activities.
5. Create a learning progression tracing the spiraling of content across grade levels.
6. Analyze the diverse needs of students and develop appropriate differentiated instructional strategies.
7. Create a plan for daily instruction which includes research-based elements of effective lesson design.
8. Identify elements found in backward design unit planning and project-based learning.
9. Select appropriate resources for differing social, cultural, economic and academic factors.

**Course Tasks/Evidence:**

1. Students will examine and annotate a unit plan identifying state and national standards, instructional strategies, and academic language.
2. Students will examine and annotate a unit plan identifying state and national standards, instructional strategies, and academic language.
3. Throughout the module, compile a list of research-based instructional strategies. Then, through observation of a focus student, determine how a selected instructional strategy was differentiated to meet his/her needs.
4. Completed learning progression.
5. After comparing various research-based models of lesson design and determining common elements of design, students will create a daily lesson plan which includes all required elements.
6. After reviewing a backward design unit and a project-based unit, candidates will compare and contrast the two, identifying similarities and differences through written reflection.
7. Provide scenarios for an assessment on the use of resources in different situations/settings.

**Course/Modules Objectives, Competencies and Assessments:**

Objectives	Competencies	Task	MoSPE Standards
Candidates will identify the national and state learning standards that drive curriculum planning.	Locate standards on state and national websites	Students will examine and annotate a unit plan identifying state and national standards, instructional strategies, and academic language.	
Candidates will define the academic language of planning curriculum and instruction.	Locate and define academic language of curriculum and instruction	Students will examine and annotate a unit plan identifying state and national standards,	

		instructional strategies, and academic language.	
Candidates will identify a variety of instructional strategies including those that promote critical thinking and will be able to effectively utilize them in lesson planning and instructional delivery.	Identify instructional strategies in model unit plans	Throughout the module, compile a list of research-based instructional strategies. Then, through observation of a focus student, determine how a selected instructional strategy was differentiated to meet his/her needs.	
Candidates will recognize the relationship between student engagement, student achievement and classroom management.	Differentiate between instructional strategies and learning activities	Throughout the module, compile a list of research-based instructional strategies. Then, through observation of a focus student, determine how a selected instructional strategy was differentiated to meet his/her needs.	
Candidates will explain the spiraling nature of curriculum as evidenced in state and national standards.	Create a learning progression tracing the spiraling of content across grade levels.	Completed learning progression.	
Candidates will identify the diverse needs of students and appropriate differentiated instructional strategies.	Analyze the diverse needs of students and develop appropriate differentiated instructional strategies	Throughout the module, compile a list of research-based instructional strategies. Then, through observation of a focus student, determine how a selected instructional strategy was differentiated to meet his/her needs.	
Candidates will identify various research-based models of lesson design and the common elements found in them.	Create a plan for daily instruction which includes research-based elements of effective lesson design	After comparing various research-based models of lesson design and determining common elements of design, students will create a daily lesson plan which includes all required	

		elements.	
Candidates will recognize elements of backward design in unit planning and project-based learning.	Identify elements found in backward design unit planning and project-based learning	After reviewing a backward design unit and a project-based unit, candidates will compare and contrast the two, identifying similarities and differences through written reflection.	
Candidates will understand that instructional resources change over time based on social, cultural, economic and academic factors.	Select appropriate resources for differing social, cultural, economic and academic factors.	Provide scenarios for an assessment on the use of resources in different situations/settings.	

### **TEXTBOOK / READING INFORMATION:**

Assorted current articles related to course content.

## Course/Module Diversity Experience

### **Diversity Proficiencies**

The Northwest PEU recognizes the importance of addressing diversity in all courses. We strive to instill our students with an understanding of diversity and how it enriches education practice. Through coursework, field experiences, and other related campus experiences, we promote the following proficiencies to be acquired by our education students.

### **Northwest PEU Diversity Proficiencies:**

In order to create an intercultural competent educator, candidates will connect with their own cultural identities and how those identities influence their interactions with diverse learners by:

- Exploring one's own socio-historical background and its role in identity formation;
- Analyzing one's own biases and assumptions;
- Examining how their identity impacts their interactions with others;
- Synthesizing the above competencies to understand a larger system of inequities.

## Course/Module Field Experience

Field Experiences are designed to bridge the gap in teacher education between theory and practice. It is a problem-solving process; a time for teacher candidates to place themselves in the role of the teacher. The self-knowledge and technical skills, which one acquires during the field experience, will provide the prologue for a career-long process of professional development.

### **Field Experiences for this Module**

- In this module, students will observe in a local school to determine how teachers vary instructional strategies to meet the needs of individual students.

- In this module, students will observe in a local school to determine the variety of available resources which encompass social, cultural and economic factors.

## Course/Module Content

- Academic vocabulary of curriculum and instruction
- State and National standards
- Models and instructional resources for teaching critical thinking and problem solving
- Student engagement strategies
- Differentiated instruction (content, process and product)
- Backward Design (Understanding by Design, Wiggins and McTighe)
- Purpose and Models of lesson planning
- Strategies for co-teaching
- Culturally responsive curriculum and instruction
- Field experience including a beginning teaching experience.

### Class Policies:

- Late work:
- Absences/tardiness:

### Grading Policies:

In order to pass a class, a student must pass all competencies. In order to pass a competency, an average score of 3.0 (out of 4) must be earned on the competency. If a student has passed 7 of the 9 competencies but not all of them, the student may take a delayed grade in the class.

A	=	93 – 100%
B	=	85 – 92%
C	=	77 – 84%
D	=	70 – 76%
F	=	69 – 0 %

### Academic Policy Statement:

The instructor of this course abides by all University policies and regulations concerning attendance, academic integrity (including plagiarism and other forms of cheating), non-discrimination, and all others as stated in the current [Undergraduate Academic Catalog](#).

### Accommodations Statement:

Students in this course who need disability accommodations/modifications should present a copy of their official Northwest accommodation letter from the LAP/S Committee to the instructor during private office hours as early in the term as possible. Additional information can be found online at [www.nwmissouri.edu/swd](http://www.nwmissouri.edu/swd).

**Tk20 Assessment System Statement:**

All

undergraduate and graduate education majors are required to enroll in this assessment system. Access to the system's operating program may be purchased from the Bearcat bookstore or on-line. The price will be higher at the bookstore, but purchasing the Tk20 subscription there may allow you to get compensation from your financial aid, if you are eligible. Your instructor(s) will notify you about assignments that must be uploaded. You will later be able to upload other artifacts to Tk20, including video files for your presentation portfolio.

For more information about Tk20, please access the informational website at <http://www.nwmissouri.edu/dept/peu/tess/tk20.htm>. For any questions about this system, please contact the Tk20 Unit Administrator, Mike McBride, at 660-562-1089 or [mam77@nwmissouri.edu](mailto:mam77@nwmissouri.edu).