

**EDU 65 Course Outline as of Fall 2024****CATALOG INFORMATION**

Dept and Nbr: EDU 65

Title: CURR DEV DIV LRNRS

Full Title: Secondary Curriculum Development for Diverse Classrooms

Last Reviewed: 10/9/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 210.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

This course is designed to provide an overview of curriculum models, approaches, and standards related to secondary curriculum development. Students will learn how to plan learning experiences in all content areas; facilitate and guide classroom experiences based on developmentally appropriate principles; support physical, social, emotional, cognitive, and creative needs at the secondary level within a cultural context.

**Prerequisites/Corequisites:****Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: This course is designed to provide an overview of curriculum models, approaches, and standards related to secondary curriculum development. Students will learn how to plan learning experiences in all content areas; facilitate and guide classroom experiences based on developmentally appropriate principles; support physical, social, emotional, cognitive, and

creative needs at the secondary level within a cultural context. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
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<b>CSU Transfer:</b>	Transferable	Effective:	Fall 2024	Inactive:
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<b>UC Transfer:</b>		Effective:		Inactive:
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**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

**Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Differentiate between various curriculum models, approaches, environments, and standards for learning including indicators of quality.
2. Identify the teacher's role in the classroom, including planning, implementing, and evaluating activities and environments.
3. Select and apply grade-appropriate teaching strategies and theories to curriculum and environment design.

**Objectives:**

At the conclusion of this course, the student should be able to:

1. Compare and contrast various models and approaches to curriculum.
2. Examine ways curriculum is integrated across all domains and content areas.
3. Identify ways in which the environment functions as an essential component of curriculum.
4. Observe and evaluate teaching strategies and environmental designs.
5. Document observations of students in classroom settings for planning curriculum and lessons.
6. Design appropriate experiences in the student's content area to support learning.
7. Develop plans for environments that are appropriate for individual ages, grades, and needs.
8. Plan and record the curriculum development process using various forms of documentation.

**Topics and Scope:**

I. Program Models and Approaches

A. State and national standards and accreditation

B. Theoretical frameworks for planning curriculum and environments

II. Environments

- A. Effect of environment on behavior
  - B. Routines and schedules
  - C. Indicators of quality
  - D. Integration of content
- III. Ongoing Curriculum Cycle
- A. Observation
  - B. Assessment
  - C. Planning
  - D. Documentation
- IV. The Role of the Teacher
- A. Best practices in teaching
  - B. Current research
  - C. Planning and evaluating curriculum and environments
  - D. Interactions
  - E. Family involvement
- V. Development
- A. Physical
  - B. Cognitive
  - C. Language
  - D. Social
  - E. Emotional
  - F. Self-regulation
  - G. Self-help skills
- VI. Content Areas
- A. Math
  - B. Science
  - C. English language development
  - D. Language and literacy
  - E. History and social science
  - F. Social and emotional development
  - G. Visual and performing arts
  - H. Physical development
  - I. Health
- VII. Planning for the Diverse Needs of Learners
- A. Age
  - B. Temperament
  - C. Interests
  - D. Abilities
  - E. Gender
  - F. Culture
  - G. Language

**Assignment:**

1. Reading textbook, state frameworks, handouts, journals, and articles
2. Class discussions
  - A. Practicing Socratic discussion: clarifying and questioning beliefs, theories or perspectives
  - B. Making plausible inferences, predications, or interpretations
3. Reflective writing assignments based on readings, content standards, and assessments such as:
  - A. Curriculum Plans
  - B. Documentation and evaluation of curriculum

- C. Observations and assessments of classrooms, students, and activities
    - I. Environmental assessment
    - II. Generating or assessing solutions
  - D. Creating activity plans based on adolescent interests, age/developmental needs, and grade level standards
  - E. Assessing a classroom environment using standardized assessment tools
4. Quiz(zes) and Exam(s) – may include Midterm and Final Exam

**Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reflective writing assignments	Writing 30 - 40%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
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**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%
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**Exams:** All forms of formal testing, other than skill performance exams.

Quiz(zes) and exam(s)	Exams 30 - 40%
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**Other:** Includes any assessment tools that do not logically fit into the above categories.

Class discussions	Other Category 20 - 40%
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**Representative Textbooks and Materials:**

Curriculum Development: A Guide for Educators. 1st ed. Charles, M. and Boyle, B. SAGE Publications. 2016 (classic).

Curriculum Development: Perspectives, Principles and Issues. 1st ed. Talla, M. Pearson Education India. 2012 (classic).

Curriculum Development and Design. 2nd ed. Print, M. Taylor & Francis. 2021.

Instructor prepared materials