



COURSE SYLLABUS

COURSE TITLE: **CREATING STANDARDS-BASED CURRICULUM GUIDES**

INSTRUCTOR: Long Educational Consulting, LLC

GRADE LEVEL: **E MS HS**

ACSI APPROVED: YES NO

ACSI COURSE #: ACSI202255553

DEPARTMENT: EDUCATIONAL STUDIES

TOTAL HOURS: 12 hours

CEU(s) OFFERED: 2

EMAIL: slong@longeduconllc.com

COURSE DATE: 6 WEEKS-(M & Th.)1hr. direct instruction

SCHOOL YEAR: 2022-2023

Course Outcomes

Participants will create standards-based curricular documents that ensure grade-to-grade vertical alignment, curriculum coherency, and authentic learning experiences and activities for all students.

FINAL COURSE PRODUCT: (50 POINTS)

Course Description/Overview:

Participants and/or School Curriculum Teams will be provided research-based practices, strategies, and examples that assist in creating rigorous curriculum documents that may serve as the foundation for quality instruction and engaging and interactive learning experiences. Participants will conclude the course with knowledge and skills to:

- Form content area curriculum development teams
- Identify learning gaps and incoherency in academic program
- Identify key Biblical worldviews and/or scriptural concepts that will be used to tie the content to the school's Christian mission and spiritual formation outcomes (ACSI)
- Unpack national, state, and/or organizational academic standards
- Use the textbook as a resource and not the curriculum
- Identify or create template(s) for curriculum development
- Identify what students are expected to know and be able to do based on Standards
- Create curriculum guides for content areas



COURSE SYLLABUS

Learning Outcomes and Standards **Interstate Teacher Assessment and Support Consortium (InTASC) &** **Association of Christian Schools International (ACSI)**

Outcomes, ACSI and InTASC Standards:

Analyze and synthesize educational research and best practices for creating rigorous, Biblical worldview, standards-based curriculum documents

ACSI: Standard 5: Instructional Program and Resources

5.1 The curriculum documents developed by the school provide a well-documented biblical basis for all courses consistent with the goal of developing a biblical worldview in students.

5.2 The curriculum guides/maps drive the instructional program. The guides/maps are current and include the following components: 1) schoolwide expected student outcomes, 2) course goals and objectives, 3) biblical integration concepts, 4) school-selected standards, 5) resources, 6) time allotted for each unit, 7) instructional methods, and 8) assessments.

5.2a The program has developed a curriculum guide/plan that flows out of the philosophy and foundational statements and that is based on current early education research and principles. The curriculum plan includes the following components: 1) an educational philosophy of teaching and how children learn based on early education research, 2) schoolwide expected student outcomes, 3) mapping of instruction for each age group, 4) incorporating overall goals and objectives aligned with state/national standards for each domain: spiritual, social, emotional, physical, cognitive, 5) developmentally appropriate instructional methods, 6) instructional resources, and 7) evaluation and assessment strategies

Instructional Strategies

5.3 Bible content and instruction are required in the core curriculum.

ACSI: Standard 5: Resources

5.10 Age-appropriate instructional and information resources which support teaching and learning are appropriate in number, culturally representative of the students, and include the Christian distinctives of the school.

ACSI: Standard 5: Instructional Strategies

5.5 Instructional strategies and equitable learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills. (E/S)

5.5a Appropriate instructional strategies include the following developmental domains: spiritual, social, emotional, physical, and cognitive to include Bible, language, math, and science/ discovery

InTASC Standard #3: Learning Environments

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry



COURSE SYLLABUS

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners; attention.

Learning Resources

Articles, handouts, videos, PowerPoints, Web 2.0 tools

DISCUSSION BOARDS (ONLINE)

- Prompts
- Initial Posts
- Replies (Discussion & Reply Rubrics)
- Use of 2.0 Web Tools

DIRECT INSTRUCTION:TEACHER-LED POWERPOINTS

MODULE ONE

OBJECTIVES

- Participants will explore the meaning of curricula components of a curriculum
- Participants will identify and create coherent and vertically aligned curriculum documents
- Participants will define and unpack standards and importance in creating curriculum guides

READINGS (ARTICLES):

- Curriculum development, design, and implementation

OPTIONAL READINGS

- Best Practices in curriculum design and implementation

VIDEO CLIPS:

- curriculum development and experts in the field

MODULE TWO

OBJECTIVES

- Participants will integrate Biblical worldviews in curriculum design
- Participants will analyze what makes curriculum coherent and
- Participants will define the meaning of standards and relevance to curriculum guides.
- Participants will identify and unpack standards prior to creating curriculum guides

READINGS

Focus Readings for Coherency:

- Curriculum elements
- Curriculum content
- Curriculum strategies and skills
- Curriculum Types

VIDEO CLIPS

- Understanding Standards
- Experts in the field



COURSE SYLLABUS

MODULE THREE

OBJECTIVES

- Participants will synthesize course readings and videos for curriculum mapping based on school's academic program
- Participants will identify all resources to be used
- Participants will utilize curriculum database for maintaining and sustaining curriculum documents
- Participants will utilize Curriculum Mapping Rubric to ensure all components included in maps

READINGS (ARTICLES)

- Curriculum Design
- Curriculum Development

VIDEO CLIPS

- Experts in the field of curriculum mapping

MODULE FOUR

OBJECTIVES

- Participants will use a checklist and chart to identify learning gaps and curriculum redundancies in curriculum
- Participants will write and respond to personal essays analyzing schoolwide curriculum resources and content

READINGS (ARTICLES)

- Experts in the field (learning gaps & redundancies in curricula)

RESOURCES

- Gaps and Redundancy Checklist
- Graphic Organizers

MODULE FIVE

OBJECTIVES

- Unpack national, state, and/or organizational academic standards
- Use the textbook as a resource and not the curriculum
- Identify or create template(s) for curriculum development
- Identify what students are expected to know and be able to do based on Standards

RESOURCES

- Templates (samples & created)
- Web Tool database

MODULE SIX

OBJECTIVES

- Create curriculum guides for content areas

COMPLETED PRODUCT:

Curriculum Map for one Quarter in the school year. The map must meet the requirements of the Curriculum Mapping Rubric



COURSE SYLLABUS

MODULES 1 Day Week Direct Instruction	Assignment Point Values, Grading, and Performance Tasks TEACHING AND LEARNING ACTIVITIES	ASSIGNMENTS TOTAL POINTS DIRECT INSTRUCTION (DI) HOURS
--	---	---



COURSE SYLLABUS

<p>MODULES</p>	<p>Each Post must provide: Participants will Read, discuss, and provide an Initial Post on assigned research-based articles, videos, and/or webinars supporting the creation of learning environments that promote respectful interactions, classroom procedures and routines, cooperative and collaborative learning, and a safe place for sharing differing opinions.</p> <p>Initial Response Post: Must provide significant details and salient points, themes, concepts, and/or strategies based on the assigned readings, video-clips, webinars. Personal reflections and thoughts on how you will or may use the information to get started in the school year is required.</p> <p>Response Post: Participants will write a (2nd) Response Post to other classmates, based on their Initial Post.</p>	
<p>MODULE ONE</p>	<p>MODULE ONE: WEEK ONE ORIENTATION & INTRODUCTION ASSIGNMENTS</p> <ul style="list-style-type: none"> • ICEBREAKER • NETIQUETTE • COURSE SYLLABUS • GUIDELINES/RULES 	<p>2 hours (DI)</p>
<p>MODULE TWO</p>	<p>MODULE TWO: WEEK TWO MOD. 2-1 FACILITATOR POWERPOINT & Lecture: What is Curriculum?</p> <p>Assignment MOD.2-1. Participants will be given 10 minutes to respond to Task 1-3 Task 1 Each Participant will respond to the PowerPoint question based on the subject they teach. Task 2 (Writing & Research) will be completed by all participants. Task 3 All participants will identify projects they require students to complete Assignment MOD.2-1a:Post in the Forum Board or Web Tool 2.0 PADLET Facilitator will lead discussion from Sharing Out. Questions and discussions</p>	<p>2 hours (DI)</p> <p>20 POINTS</p>
<p>MODULE THREE</p>	<p>MODULE THREE: WEEK THREE MOD. 3-1 FACILITATOR POWERPOINT & Lecture</p>	<p>2 hours (DI)</p>



COURSE SYLLABUS

MODULE FOUR	<p>Assignment MOD.3-2: Article Assignments</p> <ol style="list-style-type: none"> 1. Read two of the readings 2. Conclude with a paragraph explaining salient points from articles <p>15 POINTS</p> <ol style="list-style-type: none"> 3. Read one classmate's posting and provide feedback in the Discussion Forum <p>5 POINTS</p> <p>MODULE FOUR:WEEK FOUR MOD. 4-1 FACILITATOR POWERPOINT & Lecture</p> <p>2 hours (DI)</p> <p>Assignment MOD. 4-1a:</p> <ol style="list-style-type: none"> 1. Use checklist to Identify Gaps and Redundancies in Curriculum 2. Use Curriculum Gaps Chart to record data 3. Write a minimum of 1 ½ page essay telling what you learned and observed from the experience. 4. Include how this information may be used to assist you in the curriculum mapping process. <p>30 POINTS</p> <p>Assignment MOD. 4-1b.</p> <ol style="list-style-type: none"> 1. Post your essay to the Discussion Forum 2. Read two classmates' posting and provide feedback using the Feedback Format provided in the Syllabus <p>10 POINTS</p>	
----------------	--	--



COURSE SYLLABUS

MODULE FIVE	<p>MODULE FIVE: WEEK FIVE MOD.5-1 FACILITATOR POWERPOINT & Lecture: Unpacking Standards</p> <p>Assignment MOD. 5-1a. Students will select two-three standards to “unpack” from a given set. They must follow the guidelines established in the rubric to complete the assignment.</p>	<p>2 hours (DI)</p> <p>10 POINTS</p>
MODULE SIX	<p>MODULE SIX: WEEK SIX MOD. 6-1 FACILITATOR POWERPOINT & Lecture: Components of Curriculum Mapping</p> <p>Assignment MOD. 6-1a. Use the Curriculum Graphic Organizer to identify the content topics, key concepts, strategies, and skills that you teach in a school year. Using the notes from class, sample templates, videos, and articles to create your own template for the areas identified on the Curriculum Graphic Organizer.</p> <p>Assignment MOD. 6-2 Complete the development of a Curriculum Map for one Quarter in the school year. The map must meet the requirements of the Curriculum Mapping Rubric</p>	<p>2 hours (DI)</p> <p>10 POINTS</p> <p>50 POINTS</p>
<p>TOTAL POINTS (<i>Participants must achieve 80% (120 Points) or more to receive 2 Continuing Education Units (CEU)</i>)</p>		150 POINTS
<p>TOTAL DIRECT INSTRUCTION HOURS (<i>Teacher led instruction</i>)</p>		12 HOURS