1. **DEPARTMENT OF CURRICULUM AND INSTRUCTION**  
   ESE 863  
   Course title: Secondary School Curriculum  
   Credit Hours: 3

2. **Course Description:** Aims of the public secondary schools; plans for evaluating curriculum procedures; qualities of good teaching; procedures of evaluating and improving classroom teaching; methods of making the school a more effective agency.

3. **Text:**


4. **Student Learning Outcomes:**

   Students will be able to:

   a) Describe the historical development of secondary school curriculum as it relates to present curricular practices. (KTS 2)

   b) Explain the physical, emotional, social, and intellectual developmental characteristics of adolescents. (KTS 1.5, 2.4, 3.1, 3.3 3.4, 3.5, 4.1, 4.5, 8.2;)

   c) Review and synthesize secondary curriculum and its relationship to college readiness, the role of the arts, and national and international benchmarks. (KTS 2)

   d) Analyze present-day factors, e.g. economic shifts, the changing workplace, the changing values of youth, national and state content standards within disciplines, project-based learning, best practices curriculum development curriculum, and technological initiatives that influence secondary school curriculum. (KTS 2, 3, 10)

   e) Design and Analyze instructional and assessment plans using the *Understanding by Design* model. (KTS 2, 3, 4, 5)

   f) Analyze and evaluate previous research on assessment for learning and assessment of learning and apply findings to synthesis of secondary student assessment data. (KTS 5;)

   g) Identify, describe, and apply a variety of effective teaching strategies and techniques appropriate for meeting the diverse needs of all adolescents. (KTS 2, 3)

   h) Analyze and explain the relationship of advisory, exploratory, arts, athletic, and extracurricular programs to the curriculum in the high school. (KTS 3)

   i) Collaborate with colleagues and others as a member of a teaching, planning, and professional learning team in the development of secondary instruction and assessment plans. (KTS 8)
j) Analyze and synthesize student assessment data and develop a school or class improvement plan based on the results. (KTS 5)

k) Identify ways that state of the art technology can be integrated within the content areas at the middle level to improve student learning. (KTS 6)

l) Develop a plan for engaging family and the community in the secondary school curriculum, including state, national and/or global communities and connections. (KTS 8)

m) Explain factors that influence safe school environments. (KTS 3)

n) Describe effective and democratic high school governance. (KTS 10)

o) Use a variety of print and electronic resources to research and share topics relevant to secondary level education. (KTS 7; 9; 10)

p) Reflect on professional goals and areas for growth and develop a professional improvement plan. (KTS 7; 9)

5. Evaluation Methods

In this course students will:

- Actively participate in class activities and discussions. (10%)
- Summarize, synthesize and reflect on assigned readings and class discussions. (20%)
- Participate in professional learning communities within class and in professional roles, including on-line networking, to complete and evaluate instructional plans, analyze assessment data and make presentations. (Portfolio artifacts) (20%)
- Research a topic of relevance to secondary education. (Portfolio artifact; key assessment) (15%)
- Complete exams. (25%)
- Complete a professional improvement plan. (Portfolio artifact) (10%)

6. Student Progress: Students will be notified at least once prior to the mid-point of the course. Grades are maintained in the course blackboard site.

7. Attendance Policy

Absences equating 20% of class meetings will result in automatic failure. Failure to participate in the on-line class discussions or chats within the required time limits posted in the class schedule constitutes a class absence. Class sessions missed as a result of late entry will be counted as absences. The student is responsible for presenting adequate reason for assignments, discussion boards and/or chat sessions absence to the instructor in order to be given opportunity to make up missed work. (Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity.)
A one-hundred percent online course requires students to be “active” and “productive” in the Blackboard course site multiple times/days each week. If regular chat sessions are scheduled for the term, then students are responsible for arriving, attending, and participating in the chat at the schedule times. If a student has an adequate reason for missing chats, assignments or discussion board posts, then the student is required to send justification to the instructor via e-mail within 48 hours of the occurrence. If the justification is approved by the instructor according to University guidelines, arrangements for late assignments, discussion board posts, and/or chats will be made. Arriving late for a chat will be counted as one-half absence. Arriving 30 minutes after the start of the chat will result in an absence.

8. Last day to drop course or to withdraw from the University are included in the class schedule.

9. Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859)622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

10. Academic Integrity Statement: Students are advised that EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

11. Course Requirements

Complete and participate in discussions of assigned readings
Use print and electronic scholarly journals, databases, and web sites to obtain additional information relative to secondary curriculum
Complete designated activities and projects relative to professional work assignment and/or professional goals
   Curriculum project
   Assessment project
Conduct and present a review of the literature on a question related to secondary grades curriculum
Participate in class activities regarding the development of the program portfolio and/or professional improvement plan.
The Kentucky Department of Education provides a valuable resource to use as a guide as students develop the standards-based unit of study. Students do not need to follow the KDE unit format. They may organize their units in a way that would be most useful to them; however, students are STRONGLY encouraged to read the KDE document thoroughly as it will provide helpful hints and checklists that will guide them. Students may access the KDE standards-based unit resource at the following site:

http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Connecting+Curriculum+Instruction+and+Assessment/How+to+Develop+a+Standards-Based+Unit+of+Study.htm

Students may also refer to the Kentucky Combined Curriculum Document at:

**Professional Improvement Plan**

Develop a **Professional Improvement Plan** for your graduate program as explained in the Graduate Program requirements
http://www.education.eku.edu/curriculum/graduate_prog_info.php
Submit to your advisor.

12. **Course Outline:**

   a. Status of the High School
   b. Local Context of Schooling
   c. The Changing Workplace -- Implications for schools
   d. The Digital Divide and the Curriculum
   e. Education Reform Models, Curriculum Design, and Curriculum Redesign models
   f. Cognitive Science
   g. The Curriculum
      i. How does curriculum relate to cognitive science findings?
      ii. Analyzing curriculum through 'Understanding by Design' model
      iii. Conventional practices and complaints about the curriculum of the schools
      iv. Core Curriculum - Role of textbooks and references
      v. Curriculum design characteristics
      vi. Philosophical and psychological bases for curriculum
vii. Breadth vs. depth
viii. KY Standards & National Content Standards
ix. Curriculum Mapping and Alignment
x. curriculum vs. standardized assessment

h. Students and the curriculum
   i. How students are different and the curriculum
   ii. Learning styles and the curriculum
   iii. Disengaged students and the curriculum
   iv. Customization of learning vs. standardized assessment
   v. Self directed learning vs. scaffolding
   vi. Expecting more from students - - differentiated expectations
   vii. Holding students accountable - - to whom?
   viii. Knowing if students really know

i. Project-Based Learning
j. Educational Technology -- Digital Divide
k. Assessment Theory
   i. Why assess
   ii. What to assess
   iii. How to assess
   iv. How to interpret
   v. How to respond

l. Assessment for learning
   a. Assessment of prior knowledge and formative assessment milestones
   b. Student-led conferences concerning demonstration of progress
   c. Guidance of teachers in creating, using, and interpreting assessments of prior
   d. Knowledge and formative assessments for usage in the classroom

m. Assessment of learning
   e. Types of summative assessments and how to evaluate the effectiveness of specific assessments (selected-response tests, constructed-response tests, performance assessments, cumulative assessments)
   f. Levels of individual student assessment
   g. Interpretation of school-wide reports concerning student achievement

n. Guidance of teachers in creating, using, and interpreting assessments related to student achievement

o. Involving families and the community

p. Maintaining a safe and healthy school environment

q. Creating a democratic and effective school governance

r. Schools of the Future

s. Professional Improvement Plan - Graduate Portfolio

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Official E-mail: An official EKU e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Revised February 2010

Dorie Combs, Ph.D.

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**RELATIONSHIP TO:**

**College of Education Conceptual Framework**

| K- Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments |
|-----------------------------------------------|-----------------------------------------------|
| CF1   | CF2   | CF3 | CF4 | CF5 |
| K, A  | K, A  | K, A, PA | K   | K   |

**Kentucky Teacher Standards – Advanced**

| K- Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments |
|-----------------------------------------------|-----------------------------------------------|
| TS1   | TS2   | TS3 | TS4 | TS5 | TS6 | TS7 | TS8 | TS9 | TS10 |

**EKU Goals**

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KERA Initiatives

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EPSB Themes

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