I. TITLE: Curriculum in the Elementary School

II. COURSE DESCRIPTION: A study of elementary school child and programs which meet his/her needs. Consideration is given to curriculum trends in elementary school.

III. PURPOSE: The purpose of this course is to provide practicing elementary school teachers an opportunity to examine the curriculum process in their school. Principles of curriculum development will be applied to the design of a curriculum product the teachers will develop to address the needs of learners in the teacher’s current elementary school setting.

IV. COURSE OBJECTIVES:

   Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS). Upon successful completion of this class, students will be able to:

   A. Explain and critique curriculum issues related to the questions (KTS #10, 1, 2, 7):
      1. What should be taught?
      2. How should schools be organized and operated?
      3. What interests should schools serve?

   B. Articulate (orally and/or written) foundational roots of curriculum development including (KTS #1):
      1. Ideology roots of traditional and contemporary views of education.
      2. Major school reform movements in American Education.

   C. Design an integrated/interdisciplinary unit of study at the elementary school level (to include a multicultural component -KTS #1-10).

   D. Review current assessment and evaluation trends necessary for effective curriculum planning (KTS #5).

   E. Develop skill in integrating the knowledge and using the processes that are required for effective curriculum planning (KTS #10, 1, 2).
The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by urging teachers to consider how learning and motivation theory impacts the teacher’s classroom behavior. Teachers create a curriculum to reflect upon the practical application of theory to the classroom.

The EPSB Theme of Diversity and Assessment are explored in the course through the examination of the individual instructional needs of students. Teachers consider the learning and achievement of students, regardless of gender, ethnicity, learning styles, or exceptionalities.

V. COURSE OUTLINE:
Issues related to each of the three basic questions listed below will provide an organizer for the content in this course. There will be issues studied and assignments related to three questions:
A. What should be taught and why?
B. How should schools be organized and operated?
C. What interests should schools serve?

Students are encouraged to use these essential questions as a starting point for reflecting on required readings and for engaging in research.

VI. INSTRUCTIONAL ACTIVITIES:
A. Group Instruction
B. Small Group Curriculum Construction
C. Group Presentation (related to curriculum construction)
D. Individual Research Report
E. Individual Report (on research)
F. Individual and/or Small Group Consultation
G. Individual Study

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VIII. RESOURCES:
Individual Journal, Library, District/State Curriculums, and the How to Develop A Standards-Based Unit of Study—on-line resource.

IX. GRADING PROCEDURES: By Contract
“C” Level
1. Successfully completes class assignments—including readings and any required class presentations.
2. Successfully participates and completes the “unit of study”—to be completed in small groups—students may complete an individual project with instructor permission. The unit of study must relate to elementary school curriculum and to the student’s “specialization.” A presentation of the unit will be a requirement (no longer than 15 minutes).
3. Have two absences or less (please provide an email message—or in person giving a reason for each absence).
“B” Level (assumes completion of “C” level requirements)
1. Successfully complete a mini-research project related to a question developed by the student. Students will be required to develop a paper and make a presentation (approximately five pages with a separate reference page; presentation will be approximately ten minutes). The project must relate to elementary school curriculum and to the student’s “specialization.”
2. Successfully complete a journal related to assigned readings (details of the journal to be supplied by the instructor).

“A” Level (assumes completion of “C” and “B” level requirements)
1. Successfully complete four of the five questions on the final exam.

It is expected that the minimum grade for this course will be a “C.” Students not completing that minimum standard will be asked to meet with the instructor. If remediation is not achieved a grade of “D” or “E” will be assigned (based on deficiencies).

Any change in the contract stated in this syllabus must be approved by the instructor.

X. ATTENDANCE POLICY:
This course adheres to the policy published in the current MSU Graduate Bulletin.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the policy published in the current MSU Graduate Bulletin.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITES: None

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.