

# Curriculum K-12 (CURR)

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## Courses

### **CURR-417. Learning Through The Arts. 3 Hours.**

This K-12 course develops an in-depth understanding of the use of creative arts in the classroom. Study, discussion and hands-on application and use of the arts in the classroom is addressed through structured participation in creative drama activity, integrating movement (dance), music and vocal expression through creative playmaking, improvisation, role-play and guided imagery. Emphasis is placed on the application and integration of arts education methodology, including the "reading of pictures" formulating an understanding of art aesthetics and methodology relating to exploration of pedagogical research and relationships to thinking, listening, speaking, reading, writing, viewing and visually representing competencies.

### **CURR-430. Trends & Issues In Assessment K-12. 3 Hours.**

Reviews principles of educational testing and evaluation. Explores trends and critical issues in assessment with emphasis on the teacher's role in relating assessment to instruction. Provides opportunities for inservice and preservice teachers to study assessment strategies and issues specific to the level (early childhood, elementary, or secondary), linguistic-cultural background, and subject-matter area of their teaching or internship assignment.

### **CURR-450. Teaching For Critical Literacy. 3 Hours.**

The purpose of this course is to develop an understanding of the theories and methodologies of critical pedagogy and critical literacy. This includes the basic history of critical pedagogy; and examination of our own literacies, school experiences, cultures, and perspectives; exploring issues of culture and race, economic class, gender, sexual orientation, media literacy, and ecological literacy in society, schooling, and curriculum; the purposes of critical literacy in the development of the self, community, society, and world; and the creation of curriculum to teach for critical literacy, including using children's and young adult literature.

### **CURR-451. Classroom Organization & Management. 3 Hours.**

This course explores methods and strategies through theoretical, practical and case study methods, which are employed by teachers to organize their classrooms, manage their instruction and create effective learning environments. These strategies are also applicable to student behavior and management techniques for utilization in the classroom to further develop and maintain a learning-conducive environment. The emphasis is to develop teacher practices that encourage and cultivate good behavior within learning communities. This course encourages teachers to develop a personal, eclectic understanding of classroom management techniques.

### **CURR-501. Research-Based Curriculum & Instruction In A Multicultural Society. 3 Hours.**

This course focuses on the contributions of researchers and learning theorists to the planning and implementation of curriculum for multicultural classrooms. Areas explored include uses of educational research and data, implications of learning theory in curriculum design, development of instructional methods, use of learning resources, and the importance of reflective decision-making. The course is designed for the classroom teacher who focuses on connecting theory, research and practice.

### **CURR-502. Teaching In Diverse Classrooms. 3 Hours.**

This course provides an examination of the theoretical background and implications of planning and delivering instruction to diverse learners, as well as instruction in practical strategies that can be applied in classroom settings. Topics of study include the following: cultural, linguistic, personal, and academic diversities in today's schools; different grouping structures; implications of the standards movement for curriculum differentiation, classroom workshop models and their implementation; engaging student inquiry; selecting and managing multiple texts in one classroom, assessment issues as related to differentiated instruction and response to intervention.

**Prerequisite:** CURR-501 with a minimum grade of C and (READ-416 with a minimum grade of C or READ-410 with a minimum grade of C or READ-417 with a minimum grade of C).

### **CURR-503. Research Methodologies For Classroom Teachers. 3 Hours.**

This course focuses on preparing candidates with the tools, skills and procedures required to enter the professional discourse as teacher action researchers. Basic research methodologies will be explored including quantitative, qualitative, ethnographic, and action research. Candidates will demonstrate their working knowledge of an instructional practice or instructional issue through the development of an action research proposal that will foster constructive decision making for ongoing examination of practice and curriculum building.

**Prerequisite:** CURR-501 with a minimum grade of C.

### **CURR-504. Action Research Project Seminar. 1 Hour.**

This seminar course involves implementing an action research project in a school setting based on a project proposal developed in CURR-503 Research Methodologies for Classroom Teachers. As a result, candidates will collect, analyze and report data that will foster constructive decision-making for continued curriculum building and instructional effectiveness.

**Prerequisite:** CURR-501 with a minimum grade of C and CURR-503 with a minimum grade of C.

### **CURR-505. Reflective Professionals Building Learning Communities. 3 Hours.**

This course focuses on understanding the teacher as change agent. Perspectives on leadership and the change process are explored. The facilitation, management, assessment, and context of change are viewed from a planning perspective. Conflict resolution within the change process is explored. The orientation to change focuses on building a multicultural community of learners: Educational professionals within the school, parents, and all community stakeholders. Teaching and learning is viewed from the perspective of group work, collaboration, and team building in classrooms and the school community. Issues of equity and empowerment provide a framework for the course.

**Prerequisite:** CURR-501 with a minimum grade of C.

**CURR-506. Theories Of Teaching, Learning & Best Practices. 3 Hours.**

This course provides teacher leaders an in-depth study of educational research and theories that focus on the improvement of academic achievement of all students and particularly students at risk of academic failure through analyses of student work, assessment data, cognitive peer coaching (teachers coaching teachers), differentiated instruction, positive response to intervention systems, and appropriate instructional interventions. Teacher leaders work with professional partners in classrooms to improve the academic achievement of students and groups of students using best practices and effective intervention plans. Analysis of progress of teaching and learning will be on-going throughout the course.

**Prerequisite:** CURR-501 with a minimum grade of C.

**CURR-507. Human Relations, Leadership, & Curriculum Development. 3 Hours.**

This course focuses on the analysis of interpersonal relationships, communication, group interaction, and leadership in the implementation, evaluation, and revision of appropriate curriculum for specific groups of culturally and linguistically diverse children. Teacher leaders reflect on human relations, interpersonal communication, leadership styles, collaborative group practices, organizational dynamics, and the transformative nature of school improvement initiatives. Teacher leaders comprehend how these interactions impact curriculum development, instruction and student learning. Teacher leaders analyze strategies for problem-solving and improving communication among all stakeholders. Teacher leaders utilize the effective, data driven strategies for improving educational environments for P-12 students.

**Prerequisite:** CURR-501 with a minimum grade of C.