Instructor Contact Information

Instructor: Mario Martinez, Ed.D.
Office hours: Wednesday after class.
Phone: 760-234-7365
Email: mariom@cusdk12.org

Section and Enrollment Information

Class meeting: Wednesday, 4:10 – 6:50
Class location: LA-004
Course prerequisites:
This course requires fingerprint clearance, professional liability insurance, TB test clearance and SDSU identification card. Open university students are not eligible for field experience placement.

Enrollment and crashing policies: Call the division of education (DOE) at 760-768-5512 for permission to enroll and for the schedule number. Students enrolled in the course without doe approval will be dropped from the course.

Course Description

The purpose of this course is to prepare prospective educators with understanding and competence in methods of secondary teaching that accommodate divergent socioeconomic, linguistic, and cultural experiences of students they will encounter in today’s public schools. Teacher candidates will be prepared to foster and evaluate cognitive and affective development for all students.

Student Learning Outcomes

COURSE OBJECTIVES

Upon completion of this course students will be able to:

1. Develop classroom rules and procedures that establish an environment conducive to student learning and achievement (TPE 11).
2. Understand and use appropriate methods of establishing positive relationships with students and the maintenance of respectful interactions between students, and between students and teacher (TPE 11, 12).

3. Model behavior that demonstrates and promotes cultural and linguistic sensitivity (TPE 4, 5, 8, 12).

4. Demonstrate knowledge of effective questioning skills, basic didactic and heuristic teaching strategies, and methods for differentiating instruction and teaching diverse, heterogeneous classes: mastery learning, individualized instruction, cooperative learning (TPE 9).

5. Explain the value of and develop learning activities and assessments that involve students’ oral, written, figural, musical, and physical expression; describe differences in learning styles and implications these differences hold for instruction (TPE 5, 9).

6. Explain and utilize strategies for assessing students’ prior knowledge and diagnosing students’ cognitive and affective development (TPE 8).

7. Explain the significance and sources of student engagement and create challenging learning activities that are free of bias and foster self-esteem and learning among students from different cultural, linguistic, ethnic, and socioeconomic backgrounds (TPE 5, 6C, 7, 9).

8. Explain the content, scope, and sequence of their respective subject area as taught in secondary schools. Prepare a summary of planning for a 3-5 hour learning segment or unit plan that includes well-developed and clearly-described progression of learning tasks and assessments that build students’ understanding of the central focus of the unit, reflects cross-cultural and linguistic understandings, and provides equal access to the core curriculum. Prepare formal, detailed lesson plans for 1-2 days of the learning segment or unit. (TPE 4, 9, 10).

Course Materials

**Required Readings and Materials**

*Looking in Classrooms, 10th edition, by Thomas Good & Jere Brophy.* (Identified as GB in the Course Schedule)


Available in the SDSU IV Bookstore.

**Recommended Readings and Materials**

Recommended: *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.* Either 1st or 2nd edition. Published by ASCD.

Assessment and Grading

Assignments and Exams

COURSE REQUIREMENTS AND EVALUATION

1. Attendance and participation in class activities (100 points).
   - Students are expected to read and prepare all assignments consistent with the course syllabus, attend all classes, and participate in discussions and activities.
   - The total points for this portion of the grade is 100:
   - Each class session at the SDSU campus is worth 5 points and each seminar session is worth 10 points for full attendance.
   - Absences are recorded as -5 and -10 respectively.

2. Unit Planning Summary (75 points):
   - Each student shall prepare a summary of planning for a unit or mini-unit (learning segment) of instruction involving 3-5 days for a subject he or she is teaching, or intends to teach.
   - The unit plan summary will describe the objectives of the unit and provide an explanation or rationale on the importance of knowledge and abilities in the unit for students in your class.
   - The summary should contain an overview of the progression of instructional strategies, learning tasks, and assessments that help students build understanding of the central focus of the unit.
   - It should elaborate on a specific teaching event that addresses PACT focus expectations for your subject area.
   - It should also discuss the theoretical framework or research that informed your instructional design for developing students’ knowledge and abilities in this unit.
   - The summary should be 1200 words or less (about 5 double-spaced, typed pages).
   - The final version, after peer review, should be submitted via TaskStream on April 16. An evaluation rubric for this assignment is available in TaskStream. Four copies of a 3-4 page draft of this summary that addresses objectives, instructional strategies, learning tasks, assessments, and elaborates on a specific teaching event that addresses PACT focus expectations for your subject area are due February 12.
   - The draft accounts for 5 points of the grade for this project; no late submissions of the draft accepted.

3. Lesson Plan (125 points):
   - Develop one detailed lesson plan for the instructional unit or mini-unit (learning segment) that you summarized in assignment #2 above.
   - Use the SDSU-IV lesson plan format on TaskStream.com and submit your lesson plan via TaskStream on April 16.
• The lesson plan should involve 1-2 hours of instruction (1-2 typical class sessions) and must actively engage students in the subject being studied rather than having them only passively receive information.

• Among other things, the plan shall also include attachments for all resources utilized in the entire unit or mini-unit such as PowerPoints, handouts, overhead transparencies, links to on-line videos, and all assessments used in the entire unit such as quizzes, exams, projects, demonstrations, and answer keys or evaluation rubrics related to the assessments.

• The evaluation rubric for this “Lesson Plan” assignment is available on TaskStream; you should consult it in preparing your plan.

• Four copies of your draft lesson plan for peer review are due March 12. The draft accounts for 5 points of the grade for this project; no late submissions of the draft accepted. A 10 minute presentation on your unit plan using a PowerPoint to address objectives, methods, and assessment(s) comprises 10 points of this assignment.
4. Mid-Term & Final Exams (50 points each)

**Final Grades**

<table>
<thead>
<tr>
<th>Course Grading</th>
<th>Grade</th>
<th>Minimum Points</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>A Outstanding Achievement</td>
<td>368-400 pts.</td>
<td>A-</td>
<td>360-367 pts.</td>
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<td>B-</td>
<td>320-331 pts.</td>
<td>C+</td>
<td>308-319 pts.</td>
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<td>D-</td>
<td>240-251 pts.</td>
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<td>0-239 pts.</td>
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**Grading Policies**

**Course Activities and Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Introduction to Course – Content and Requirements. Group learning/development activity</td>
<td>Prepare a classroom management scenario – Email on Sunday</td>
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<tr>
<td>1/22</td>
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<tr>
<td>Day 2</td>
<td>Classroom Management/Social Environment</td>
<td>GB – Chapters 3&amp;4</td>
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<td>1/29</td>
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<tr>
<td>Day 3</td>
<td>• Dimensions of Curriculum Planning</td>
<td>GB – Chapter 9</td>
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<tr>
<td>2/5</td>
<td>• Classifying and using precise instructional objectives</td>
<td>Fisher &amp; Frey Article (Resources)</td>
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<td></td>
<td>• Planning units and daily lessons</td>
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<td></td>
<td>• Research based strategies for increasing student achievement: Targets of Learning; Setting Objectives and Feedback</td>
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<td>Day 4</td>
<td>• Planning Lessons for active student engagement</td>
<td>Draft of Unit Plan Summary for peers</td>
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<tr>
<td>2/12</td>
<td>• Assessment of student learning</td>
<td>GB – Chapter 12</td>
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<tr>
<td>Day 5</td>
<td>• MID-TERM EXAM</td>
<td>GB Chapter 10</td>
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<tr>
<td>2/19</td>
<td>• Basic Teaching Strategies: didactic, heuristic, experiential.</td>
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<td></td>
<td>• Planning lessons for active student engagement.</td>
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<td>• Higher-Order Thinking and Prospects for Classroom Thoughtfulness;</td>
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<td>Questioning Skills</td>
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<td>• Research-Based Strategies for Increasing Student Achievement:</td>
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<td></td>
<td>Summarizing and Note Taking; Utilizing Questions, Cues, Advanced</td>
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<td>Organizers</td>
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<tr>
<td>Day 6</td>
<td>• Teaching Heterogeneous Classes and Differentiating Instruction:</td>
<td>GB – Chapter 6</td>
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<tr>
<td>2/26</td>
<td>Cooperative Learning</td>
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<td></td>
<td>• Research – Based Strategies for Increasing Student Achievement:</td>
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<td>Reinforcing Effort &amp; Providing Recognition; Homework and Practice;</td>
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<td>Identifying Similarities and Differences; Generating and Testing</td>
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<td>Hypotheses.</td>
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<td>Day 7</td>
<td>• Teaching Heterogeneous Classes and Differentiating Instruction:</td>
<td>GB – Chapters 7&amp;8</td>
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<tr>
<td>3/5</td>
<td>Mastery Learning, Individualized Instruction, Differentiated</td>
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<td>Instruction.</td>
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<td>• Affirming Diverse Cultures &amp; Students’ Achievement</td>
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<td>Day 8</td>
<td>• Helping Students to Construct Usable Knowledge</td>
<td>GB – Chapters 5 &amp; 11</td>
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<td>3/12</td>
<td>• Motivation</td>
<td>4 Copies of your unit’s major assessments</td>
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<td>Day 9</td>
<td>• Lesson Plan – Peer Review</td>
<td>Lesson Plan Draft (4 copies)</td>
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<td>DATE</td>
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<tr>
<td>3/19</td>
<td>• Student Presentations on Units (10 Minutes)</td>
<td>Unit Presentations</td>
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<tr>
<td>Day 10</td>
<td>• Student Presentations on Units (10 Minutes)</td>
<td>Unit Presentations</td>
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<td>3/26</td>
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<td>4/2</td>
<td>SPRING BREAK – NO CLASS</td>
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<tr>
<td>4/9</td>
<td>SEMINAR SESSION # 1</td>
<td>NONE- Attend your Seminar at Designated School site</td>
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<tr>
<td>4/16</td>
<td>SEMINAR SESSION # 2</td>
<td>Unit Plan Summary and Lesson Plan due on Taskstream.</td>
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**SEMINAR MEETING SCHEDULE**

4/9, 4/16, 4/23, 4/30, 5/2

Meet at Seminar Site

Off-Campus, Content-Area Seminars:

Seminar topics include:

1. The scope and sequence of state-adopted academic content standards for academic subjects and state and national policy frameworks for non-academic subject areas;
2. Strategies for assessing students’ prior knowledge and diagnosing cognitive and affective development;
3. And provision of access to the core curriculum for all students—accommodating diverse cultural, linguistic, ethnic, and socioeconomic backgrounds.

**CONTENT-AREA SEMINAR TOPICS:**

**Mathematics**

1. Examination of specific teaching strategies to support instruction on state-adopted academic content standards for students in mathematics grades 7-12: Strategies to enable students to understand basic mathematical computations, concepts, and symbols, use them to solve common problems, and apply them to novel problems; strategies to help students understand different mathematical topics and make connections among them; strategies to help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.
2. Exploration of ways to provide a secure environment for taking intellectual risks and approaching problems in multiple ways.
4. Examination of strategies to foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.
5. Exploration of ways to help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols.
6. Formative and summative methods of assessing student work and monitoring progress that includes illustrations of student thinking such as open-ended questions, investigations, and projects.

**Science**

1. Examination of specific teaching strategies that are effective in supporting instruction on the state-adopted academic content standards for students in science (7-12): Strategies that balance the focus of instruction between science information, concepts, and principles; strategies that involve explanations, demonstrations, and class activities that serve to illustrate science concepts, principles, scientific investigation, and experimentation; strategies that emphasize the importance of accuracy, precision, and estimation.
2. Exploration of ways to encourage students to pursue science interests, especially students from groups underrepresented in science careers.
3. Planning and organizing effective laboratory and/or field activities in which students in grades 7-12 learn to ask important questions and conduct careful investigations: ethical care of animals in the classroom; guiding, monitoring, and encouraging students during investigations and experiments; demonstrating and encouraging use of multiple ways to measure and record scientific data, including the use of mathematical symbols; establishing and monitoring procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

**History-Social Science**

1. Examination of specific teaching strategies that are effective in supporting instruction on the state-adopted academic content standards for students in history-social science (7-12): Strategies that enable students to learn and use analytic thinking skills; strategies that involve timelines and maps to reinforce students’ sense of temporal and spatial scale; strategies that help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities; strategies that teach students how social science concepts and themes provide insights into historical periods and cultures.
2. Exploration of ways to help students connect essential facts and information to broad themes, concepts and principles, and applying history-social science content to understanding of current or future issues.
3. Exploration of approaches for teaching students how cultural perspectives inform and influence understandings of history, and helping students recognize prejudices and stereotypes.
4. Selection of age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture.
5. Examination of classroom-environment qualities that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values.

6. Activity designs that illustrate multiple viewpoints on issues.

7. Methods for monitoring the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

**English**

1. Examination of specific teaching strategies that are effective in supporting delivery of a comprehensive program of systematic instruction in English, as defined by the California Reading/Language Arts Framework:
   a. Differentiation of instruction based on the needs and strengths of the range of learners in the classroom, including English learners, struggling readers and writers, advanced learners, students who use non-dominant varieties of English, and students with disabilities.
   b. Assessment of students’ progress both formally and informally to inform and plan instruction that advances the learning of all students.
   c. Connection of reading, writing, and oral language processes in an integrated fashion.
   d. Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development.
   e. Reading comprehension, including promoting students’ ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
   f. Purposes and characteristics of the major genres of literature.
   g. Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
   h. Writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.
   i. Academic language development emphasizing discourse that leads to the production of complex texts.
   j. Incorporation of technology into language arts as a tool for conducting research
   k. Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.
   l. Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
   m. Instruction in speaking applications including grade-level genres and their characteristics.

**Physical Education**
1. Examination of specific teaching strategies that are effective in supporting instruction on the state-adopted academic content standards for students in physical education grades K-12: Strategies that enable students to develop the skills and knowledge they need to become active for life; strategies that balance the focus of instruction among information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles;

2. Designing a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers.

3. Exploration of approaches to demonstrating sensitivity to students’ cultural and ethnic backgrounds and inclusion of activities of global interest in the curriculum.

4. Exploration of approaches to motivating students to embrace a healthy lifestyle, to think critically and analytically in game and sports environments, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life.

5. Examination of the relationship between the development of procedures for care and use of equipment, for careful organization and monitoring of activities, and monitoring of facilities. To the establishment of class environments that ensure safe and productive participation in physical activity by students.

World Language

1. Examination of specific teaching strategies that are effective in supporting instruction on the state-adopted academic content standards in World Languages, grades K-12: Strategies that focus on development of a proficiency-oriented program that involves teaching and learning using the four language skills of listening, speaking, reading, and writing, which enable students to demonstrate communicative ability in the target language from level 1 to advanced; strategies that validate and appreciate the language and cultures of heritage and native speakers.

2. Exploration of a variety of assessment tools aligned with current methodology in second-language acquisition.

3. Approaches to using evidence of student learning to inform best practices in teaching.

4. Investigation of and practice in using technology to support and enhance their instruction.

Course Policies

RELATED COURSE INFORMATION AND POLICIES:

I. Attendance Policy: Attendance points will be deducted for late arrival, early departure, late return from break, personal breaks. Any request for excused absence from class or seminar must be submitted to me in writing—a letter. Some acceptable reasons for absence are attendance at a conference or meeting required by a school, and illness; these types of requests must include a letter from your school principal describing the reason for absence, or letter from your doctor for illness. Only one excused absence will be allowed for work-related functions for a public school; a make-up assignment will be required; no work-related excused absence available for seminars.
II. **Cell Phones**: Phones must be turned off before entering the classroom.

III. **Student Work**: Any material submitted to meet requirements of this course must be original work prepared by the student and may not have been submitted for requirements in another course. Late submission of work—up to 7 days after due date—will result in a 20% reduction from total possible credit prior to grading of the assignment; partial submission of an assignment counts as late. A 25% reduction from total possible credit prior to grading of the assignment will apply to work submitted more than 7 days after due date. All work is due by the end of the semester. Students are responsible for obtaining all notes, assignments, and exams for a class that he or she did not attend.

IV. **Field work and risk**: This course requires students to participate in field trips, research or studies that include course work that will be performed off-campus. Participation in such activities may result in accidents or personal injury. Students participating in the event are aware of these risks, and agree to hold harmless San Diego State University, the State of California, the Trustees of the California State University and Colleges and its officers, employees and agents against all claims, demands, suits, judgments, expenses and costs of any kind of account of their participation in the activities.

**Students with Disabilities**

Students who need accommodation of their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, please call Barbara Romero (760-768-5509) or Miguel Rahiotis (760-768-5598) before making an appointment to see me.