

California State University, Fresno

CI 161 – *Content Area Methods and Materials in Secondary Teaching

CI 161 - *Methods and Materials in {*insert Subject-Specific area} in Secondary Classrooms

Semester:	Department:
Course Name: *Content Area Methods and Materials in Secondary Teaching	Instructor Name:
Units: 3.0	Office Location:
Time:	E-Mail:
Location:	Telephone:
Website: http://fresnostate.edu/academics/canvas/	Office Hours:

Course Prerequisite: CI 152 AND CI 152 or concurrent enrollment; admission to Single Subject Credential Program; concurrent teaching experience or by instructor approval.

CATALOG DESCRIPTION

CI 161 is a required course to earn a Single Subject Preliminary Credential. The primary goal of this course is to provide credential candidates a methods class that is centered around important foundational concepts in curriculum, instruction, and classroom organization that are present within the California Common Core State Standards (CA CCSS 1-14), the Principles and Standards for [insert ACADEMIC SUBJECT MATTER AREA] which are guidelines produced by the National Council of [insert ACADEMIC SUBJECT MATTER AREA] and the Teacher Performance Expectations (TPEs) adopted by the California Commission on Teacher Credentialing (CCTC).

REQUIRED TEXT

[insert textbooks and/or readings appropriate for the ACADEMIC SUBJECT MATTER AREA]

COURSE OBJECTIVES

The focus of the course is on **[insert ACADEMIC SUBJECT MATTER AREA/include appropriate CCTC Program Standard 1-14]**. Through reading, discussion, collaboration, creation, problem solving and reflection, credential candidates will gain an understanding of:

- a) how students learn **[insert ACADEMIC SUBJECT MATTER AREA/ include appropriate CCTC Program Standard 1-14]**;
- b) the **[insert ACADEMIC SUBJECT MATTER AREA/ include appropriate CCTC Program Standard 1-14]** standards in California school districts and the professional responsibilities that come with teaching them;
- c) how to plan for effective **[insert ACADEMIC SUBJECT MATTER AREA/ include appropriate CCTC Program Standard 1-14]** instruction for students in an inclusive classroom;
- d) how to use a variety of strategies to actively involve all students in their learning of **[insert ACADEMIC SUBJECT MATTER AREA/ include appropriate CCTC Program Standard 1-14]**;
- e) how to assess students' learning in **[insert ACADEMIC SUBJECT MATTER AREA/ include appropriate CCTC Program Standard 1-14]**
- f) the essential elements of organizing and managing a classroom structure to enhance the learning of **[insert ACADEMIC SUBJECT MATTER AREA/ include appropriate CCTC Program Standard 1-14]**.

LEARNING OUTCOMES

The learning outcomes are aligned with the Teaching Performance Expectations (TPE) which are standards adopted by the California Commission on Teacher Credentialing (CCTC 1-14), and the Candidate Dispositions, adopted by the Kremen School of Education and Human Development: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Lifelong Learning:

1. Candidates will learn how the knowledge of students' strengths and prior experiences is an important aspect in engaging them in learning. TPE 1.1.
2. Candidates will understand the importance of connecting classroom learning to the real world. TPE 1.3 Candidates will learn how to use a variety of developmentally and ability-appropriate instructional strategies and resources, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS), to support access to the curriculum for a wide range of learners. TPE 1.4
3. Candidates will develop an awareness of the importance of engaging students in critical and creative thinking, inquiry, problem solving, and reflection. TPE 1.5
4. Candidates will understand the importance of providing a supportive learning environment for Bilingual Emergent students. They will learn how to incorporate the English Language Development standards into their lessons. TPE 1.6
5. Candidates will learn strategies to monitor student learning and adjust instruction so that students continue to be actively engaged in learning. TPE 1.8
6. Candidates will develop an awareness of creating learning environments that promote productive student learning, encourage positive interactions, reflect diversity and are culturally responsive. TPE 2.2

7. Candidates will learn the importance of maintaining high expectations for learning with appropriate support for the full range of students in the classroom. TPE 2.5
8. Candidates will learn the importance of creating a productive learning environment with high and clear expectations for all students through communicating classroom routines, procedures, and norms. TPE 2.6
9. Candidates will examine the adopted California State standards for their content area. TPE 3.1
10. Candidates will learn how to gather and apply knowledge about students to organize the curriculum to facilitate student learning. TPE 3.2
11. Candidates will learn how to plan & design instruction. TPE 3.3
12. Candidates will learn the importance of academic language within learning activities to promote the subject matter knowledge of all students. TPE 3.5
13. Candidates will use and adapt resources, standards-aligned instructional materials and a range of technology to facilitate students' equitable access to the curriculum. TPE 3.6
14. Candidates will develop an awareness of how technology can be used to engage students and support teaching and learning. TPE 3.7
15. Candidates will develop an understanding of the importance of locating students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. TPE 4.1
16. Candidates will design and implement instruction and assessment that reflects the interconnectedness of academic content area and related student skills development across the curriculum in **[insert ACADEMIC SUBJECT MATTER AREA/ include appropriate CCTC Program Standards 1-14]**. TPE 4.3
17. Candidates will develop an awareness and understanding that advocating for strategies that meet individual learning needs in transition plans (e.g. IEP and 504 plans) will promote student success. TPE 4.5
18. Candidates will access resources for planning and instruction, including the expertise of **[insert ACADEMIC SUBJECT MATTER AREA/include appropriate CCTC Program Standards 1-14]** education communities. TPE 4.6
19. Candidates will learn how to plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourages student participation in learning. TPE 4.7
20. Candidates will learn how to access digital resources to develop technology-rich lessons that engage all students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning. TPE 4.8
21. Candidates will develop an understanding of the differences between assessments (formative, summative, etc.). TPE 5.1
22. Candidates will learn how to use technology as a tool to communicate learning outcomes to students and families. TPE 5.4
23. Candidates will examine the importance of reflection and how to reflect on their own teaching practice for the purpose of improving student learning. TPE 6.1
24. Candidates will engage in communication with colleagues for the purpose of improving their teaching practice. TPE 6.3

25. Candidates will develop an awareness of the responsibilities of the teaching profession, including how to conduct themselves with integrity and model ethical conduct for themselves and others. TPE 6.5
26. Candidates will develop an awareness of laws concerning professional responsibilities, including the responsible use of social media and other digital platforms and tools. TPE 6.6

PROFESSIONAL SUBJECT MATTER GOALS (specific to each academic subject matter area/ include appropriate CCTC Program Standard 1-14):

1. The candidate will
2. The candidate will
3. The candidate will
4. The candidate will
5. The candidate will

ASSIGNMENTS:

[insert assignment appropriate for the ACADEMIC SUBJECT MATTER AREA include the appropriate CCTC Program Standards 1-14]

1. ***Readings & Reflections (TPE 1-6):*** This course will require several reflections that should be thoughtful and honest. (70 points)
2. ***Topics to Explore:*** You will explore several topics related to your **ACADEMIC SUBJECT MATTER AREA (TPE 3)**. These topics will be used lesson design behind the activities related to the topics. (40)
3. ***Class Website (TPE 6):*** You will create a class website where all artifacts developed in this course will be posted (video teacher introduction, classroom management plan, resources for teaching, Site Visitation Project, etc..) (30 points)
4. ***Class Discussion (TPE 1-6):*** You will have an opportunity to address topics from the readings and your reflection in groups during class. Every member in the group is expected to participate and the scribe in the group will document the conversations. (20 points)
5. ***Lessons & Presentations (TPE 1-6):*** You will write lessons to teach in your academic subject matter area. These lessons should integrate the teaching techniques you have learned in the class up to that time. Before you write your lessons, you will complete a Class Profile which will ask you to select 3 students as focus students for your lessons. You will be asked to describe how you are going to make the content more accessible to the student's learning needs. You will then design a lesson, document how your students responded to your lesson, whether they mastered the topics you were trying to teach for a lesson and your next steps. You will be submitting student work along with your lesson plan. You will select one lesson to present where you will identify the components of a lesson plan and administering part of the lesson to the class. (20 points) (TPE 1-6)
6. ***Case Study (TPE 1,2,4,5):*** In this assignment you are to describe how much ONE of your focus students (which was identified on your Class Profile) knows about the topics covered during class in your student teaching. For this purpose you need to closely

observe this student and if needed you ask additional questions to learn about students understanding / misunderstandings of mathematical concepts. In the report you need to explain what you tried to learn about your student, what methods you used for this purpose, and how well the student responded. You are required to include student's work that you can refer to in your report. (20 points) (

7. ***Classroom Management Plan (TPE 5)***: You will develop or add more to a presentation of your classroom management plan for the first week of the school year. (10 points) (TPE 5)
8. ***Midterm & Final (50 points each)***. (TPE 1-6)

FINAL GRADE

Your final grade is based on a combination of your total accumulated points as follows

A	250-225	A= 90-100%
B	224-200	B = 80 - 89 %
C	199-175	C = 70 - 79 %
D	174-150	D = 60 - 69 %
F	149-000	F = 0 - 59 %

Be aware that the actual numeric score, rather than the letter grade is recorded and used to calculate final grades. Thus, if a student obtains a "98" on an assignment, that score rather than an "A" letter grade is recorded.

Note: All assignments must be submitted for an overall course grade.

University Policies

Review the [University Policies](http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm) (http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm) here.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.

WEEKLY CALENDAR

[specific to ACADEMIC SUBJECT MATTER CONTENT AREA]
 (include appropriate CCTC Program Standards 1-14)
 (Note: This calendar is subject to change.)

<u>Week</u>	<u>Topics</u>
Week 1	Introduction to CI 161/ Academic Subject Matter Area Standards
Week 2	Academic Subject Matter Area Standards/CCTC Program Standards 1-14
Week 3	Backwards Design/ Writing Objectives/ Bloom's Taxonomy & DOK
Week 4	Differentiating Instruction
Week 5	Teaching Culturally and Linguistically Diverse Students (CCTC 14)
Week 6	Planning, Teaching and Assessing Students with Exceptionalities
Week 7	Collaborating with Families and Other Stakeholders
Week 8	Midterm
Week 9	Academic Subject Matter Content Area Topic (include CCTC Prog Stds)
Week 10	Academic Subject Matter Content Area Topic (include CCTC Prog Stds)
Week 11	Academic Subject Matter Content Area Topic (include CCTC Prog Stds)
Week 12	Academic Subject Matter Content Area Topic (include CCTC Prog Stds)
Week 13	Academic Subject Matter Content Area Topic (include CCTC Prog Stds)
Week 14	Academic Subject Matter Content Area Topic (include CCTC Prog Stds)
Week 15	Academic Subject Matter Content Area Topic (include CCTC Prog Stds)
Week 16	Academic Subject Matter Content Area Topic (include CCTC Prog Stds)
Week 17	Final Exam