COURSE OF STUDY

Course Title and Number of Credits: CISE 512. *Differentiated Instruction in the Content Areas.* Two (2) Graduate Credits.

Course Description: This is a course in curriculum and instruction – in *what* teachers teach and *how* to teach it to diverse students. The purpose of the course is twofold: (1) to help prospective teachers devise strategies for translating their academic knowledge into teachable materials, design curricula that are consonant with the New Jersey Core Curriculum Content Standards and the national standards for their academic disciplines; and (2) to help prospective teachers devise strategies for developing curricula, materials and methods that teach to the multiple intelligences, multi-cultural backgrounds, and other distinct personal characteristics that their students bring to school. The goals are twofold: (1) for prospective teachers to become life-long learners, learning more about themselves, their students and their academic disciplines while they are teaching, and teaching creatively and critically within state and national standards; and (2) for prospective teachers to become familiar with individualized instructional techniques such as Individualized Education Plans (IEPs) for students with disabilities, Gifted and Talented Programs for academically high-performing students, and other specialized programs commonly used in schools today.

Prerequisites: None.

4. Course Objectives:
   a. Understand and critique the New Jersey Core Curriculum Content Standards and apply them to curricula and unit plans.
   b. Understand and critique the national standards for subject matter disciplines and apply them to curricula and unit plans.
   c. Identify the core concepts in students’ major courses and develop ways of integrating those concepts into curricula and unit plans for middle school and high school students. Explore methods of determining students’ relative academic strengths and weaknesses, and developing their strengths while addressing their weaknesses.
   e. Identify cognitive, social and behavioral characteristics of students with mild and moderate disabilities, and explore methods of teaching these students in a mainstreamed classroom.
   f. Become familiar with Gifted and Talented Programs and other methods of addressing the specialized academic needs of diverse learners.
   g. Analyze and critique different theories of curriculum development and unit planning and apply them to lesson plans for diverse learners. Develop strategies for learning subject matter while teaching it. Develop strategies for translating life experience into teaching materials.
5. Student Learning Outcomes:

Students will be able to identify the core concepts of academic courses and academic treatises and translate those concepts into lectures, questions, and other teachable materials for middle school and high school students from diverse backgrounds and with diverse academic abilities.

WPU Competencies 2, 4, 16 and 17.
NJ Teaching Standards 1, 2, 3 and 8.
NCATE Standard 1.

Students will demonstrate their ability to translate content knowledge into teachable materials by developing curricula and unit plans that integrate the latest and best subject matter knowledge from their academic fields, are consonant with the New Jersey Core Curriculum Content Standards and the national standards for their academic disciplines, and offer differentiated instruction to diverse learners.

WPU Competencies 2, 3, 6, 7, 12, 16, 17, 19 and 20.
NJ Teaching Standards 1, 3, 4, 5 and 7.
NCATE Standards 1, 2 and 4.

Students will demonstrate their ability to translate content knowledge into differentiated methods of teaching diverse learners by devising lesson plans that accommodate multiple intelligences, multicultural backgrounds, diverse learning styles, and mild to moderate disabilities.

WPU Competencies 1, 2, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 17, 18 and 19.
NJ Teaching Standards 1, 2, 3, 5, 6, 7, 8 and 9.
NCATE Standards 1, 2 and 3.

Students will demonstrate their commitment to life-long learning in their content areas by developing curricula and unit plans that require them to expand their knowledge of their subjects while teaching them to their students.

WPU Competencies 2, 9, 10, 16, 19 and 20.
NJ Teaching Standards 1 and 10.
NCATE Standards 1 and 5.

6. Course Content:

a. The New Jersey Core Curriculum Content Standards and the national standards for the various academic disciplines.

b. Theories of curriculum development and the academic disciplines.
   (i) Progressive.
   (ii) Essentialist.
   (iii) Perennialist.
   (iv) Common Schooling.
   (v) Existentialist.
   (vi) Social Reconstructionist.

c. Theories and practices of unit planning.
(i) The WPU Model Lesson Plan.
(ii) William Kilpatrick’s Project Method.
(iii) Ralph Tyler’s Rationale.
(iv) Benjamin Bloom’s Mastery Learning.
(v) Jerome Bruner’s Structure of the Disciplines.
(vi) Madeline Hunter’s Seven Steps.
(vii) Mortimer Adler’s Paideia Proposal.

f. Theories and practices of differentiated learning.
   (i) Howard Gardner’s multiple intelligences.
   (ii) Lisa Delpit’s cultures in conflict.
   (iii) James Banks’ multiculturalism.
   (iv) William Glasser’s control theory.
   (v) Individualized Educational Plans.
   (vi) Inclusive classrooms.
   (vii) Gifted and Talented Programs.

7. Teaching/Learning Methods:
   a. Observations and practice teaching in their practicum field experiences.
   b. Field, library and internet research.
   c. Research reports and reflective writings.
   d. Research presentations and reflections.
   e. Lectures and whole-class discussions.
   f. Small-group discussions.
   g. Videos, CDs, CD Roms and films.
   h. Songs, games, poems, pictures and other activities.

Evaluation Methods:
   Assignments will include:
   a. Analyses of academic materials and evaluations of their use for teaching.

Student Learning Outcome 5a.
   Sample lessons, lectures and other subject matter presentations.
   Student Learning Outcomes 5a and 5c.
   d. Proposals for curricula and unit plans.
   Student Learning Outcomes 5a, 5b and 5d.

Suggested Texts:


**Preparers’ Name and Date:** Burton Weltman. July, 2005.

**Department Approval Date:**

**Bibliography:**

**Books:**


Standards:
The New Jersey Core Curriculum Content Standards: New Jersey State Department of Education.


National Science Education Standards: National Committee on Science Education Standards and Assessment, National Research Council.

Standards for the English Language Arts: National Council of Teachers of English.


National Standards for Arts Education: Consortium of National Arts Education Associations.

National Standards for History: National Center for History in the Schools.