

Independent Study Online Course Syllabus

Course Number: ELA 925
Course Title: Common Core: Reading and Curriculum Mapping

X Online Distance Learning

Instructor: Jeromy Winter Phone number: (559) 896-1012 Email: teacherslearningconnection@gmail.com Website: www.teacherslearningconnection.com Contact address: 1398 Burnham Street, Selma, CA 93662	Units: 3 Grade Level: K-5
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Course Description

In this online course teachers will be introduced to strategies for instructing students in Common Core State Standards Reading Lessons. Teachers in this class will become familiar with designing lessons by differentiating instruction, using complex literature and informational text, and creating a full unit curriculum map and lesson plan. At the end of this course teachers will leave with practical strategies to use in their classroom. Additionally, they will create a unit based on the Common Core State Standards that can immediately be used with their students.

Through the course text, Pathways to the Common Core: Accelerating Achievement teachers will explore The Common Core Reading Standards and how to implement them in their classrooms. The instructor, Jeromy Winter, will provide real classroom examples of how he is currently incorporating the Common Core Standards with his students. Teachers will look at and become familiar with examples of CCSS curriculum maps and lesson plans.

Teachers will gain knowledge about the development of the Common Core and become acquainted with what the standards can accomplish. Key shifts in transitioning to the Common Core will be explored. This course will answer questions as to the organization of the Common Core Standards, as well as provide knowledge on how to make the transition to the CCSS.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

Course Number and Title: ELA 925 Common Core: Reading and Curriculum Mapping
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Date of Revision 5/19/16

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You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-online.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Course Materials

Text Book:

Pathways to the Common Core: Accelerating Achievement by Lucy Calkins, Mary Ehrenworth, and Christopher Lehman (Student need to purchase book from an online retailer.)

Articles:

Common Core State Standards: A Tool for Improving Education (www.nea.org)

Organizing Literacy Classrooms for Effective Instruction: A Survival Guide (www.reading.org)

A Primary Grade Science Unit Using the Language Arts/Literacy Common Core State Standards (www.reading.org)

The Common Core: Insights Into the K-5 Standards (www.reading.org)

Reading Between the Lines: What the ACT Reveals About College Readiness in Reading (www.act.org)

Course Number and Title: ELA 925 Common Core: Reading and Curriculum Mapping

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Videos:

Common Core State Standards for ELA and Literacy

(<https://www.teachingchannel.org/videos/common-core-standards-ela>)

Common Core in ELA/Literacy: Shift 1: PK-5: Balancing Informational Text and Literature

<http://engageny.org/resource/common-core-in-ela-literacy-shift-1-pk-5-balancing-informational-text-and-literature>

Common Core in ELA/Literacy: Shift 2: 6-12: Building Knowledge in the Disciplines

<http://engageny.org/resource/common-core-in-ela-literacy-shift-2-6-12-building-knowledge-in-the-disciplines>

Common Core in ELA/Literacy: Shift 3: Staircase of Complexity

<http://engageny.org/resource/common-core-in-ela-literacy-shift-3-staircase-of-complexity>

Common Core in ELA/Literacy: Shift 4: Text-based Answers

<http://engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers>

Common Core in ELA/Literacy: Shift 5: Writing from Sources

<http://engageny.org/resource/common-core-in-ela-literacy-shift-5-writing-from-sources>

Common Core in ELA/Literacy: Shift 6: Academic Vocabulary

<http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary>

Introduction to Text Complexity <http://vimeo.com/27251914>

The Difference Between Lesson Plans and Curriculum Maps

<http://www.curriculummapping101.com/resources/differences-between-lesson-plans-and-curriculum-maps>

Guided Reading with Jenna (<https://www.teachingchannel.org/videos/guided-reading-differentiation-system?fd=1>)

Online Resources:

Common Core State Standards Initiative at: www.corestandards.org

Common Core Curriculum Maps at: www.commoncore.org

EngageNY: www.engageny.org

Teaching Channel at: www.teachingchannel.org

Data Works Educational Research at: www.dataworks-ed.com/resources

Curriculum Mapping 101 at: www.curriculummapping101.com

Other Materials - (NOT Required)

Common Core Curriculum Maps: English Language Arts (published by Jossey-Bass) - I will refer to this book throughout the course. It is an excellent resource for teachers of grades Kindergarten through Fifth. <http://www.commoncore.org>

Understanding Common Core State Standards by John Kendall

Text Complexity: Raising Rigor in Reading by Douglas Fisher, Nancy Frey, and Diane Lapp

The Common Core Lesson Book K-5 by Gretchen Owocki

Course Number and Title: ELA 925 Common Core: Reading and Curriculum Mapping

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Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Course Requirements

Students will be required to satisfactorily complete the following:

1. Explore Common Core Reading Standards.
2. Read the text Pathways to the Common Core: Accelerating Achievement.
3. Read all articles listed above in the materials section.
4. Explore online resources listed above in the materials section.
5. View videos listed above in the materials section.
6. Complete required reflections with colleagues on the Moodle Discussion Forums.
7. Proficiently complete short answer and essay assignments on Moodle Assignments.
8. Design a Common Core Curriculum Map as a culminating activity. This activity will be portfolio style including, the curriculum map, lesson plan, text sets, and pictures.

Common Core Standards <http://www.corestandards.org/>

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects	These are Broad Common Core Standards : College and Career Readiness Anchor Standards for Reading
Key Ideas and Details	<ol style="list-style-type: none">1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Course Number and Title: ELA 925 Common Core: Reading and Curriculum Mapping

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English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects	These are Broad Common Core Standards : College and Career Readiness Anchor Standards for Reading
Craft and Structure	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	10. Read and comprehend complex literary and informational texts independently and proficiently.

Learning Objectives / Outcomes

1. Students will be able to demonstrate, through writing, an understanding of the design of the Common Core Standards. (NBPTS Prop. 2)
2. Students will demonstrate through written reflection an understanding of the book contents. (NBPTS Prop. 4)
3. Students will evaluate Common Core language arts lessons and discuss the components of the lessons. (NBPTS Prop. 2, 4)
4. Students will collaborate on the discussion forum with colleagues to share knowledge, strategies, and learn from one another. (NBPTS Prop. 5)
5. Students will learn strategies for setting up literacy centers for effective instruction. (NBPTS Prop. 2, 4)
6. Students will be able to demonstrate successful integration of the Common Core Standards in developing reading lessons in the final curriculum map. (NBPTS Prop. 2)

Course Number and Title: ELA 925 Common Core: Reading and Curriculum Mapping

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7. Students will implement or show evidence of how the final curriculum map will be carried out through an electronic portfolio. (NBPTS Prop. 1, 2, 3, 4)
8. Students will synthesize the information garnered from the curriculum map lessons to construct their own curriculum maps. (NBPTS Prop. 4)

Schedule of Topics and Assignments

1. An introduction to the Common Core State Standards. Students will complete the following assignments:
 - a. Students will use the **Discussion Forum** to introduce themselves, write about their knowledge of the CCCS, and write about their view on the CCSS before reading the text.
 - b. Moodle Book: Course Orientation and Technology Information
 - c. **Read:** Pathways to the Common Core: Accelerating Achievement Chapter 1 An Introduction to the Common Core State Standards.
 - d. **Read Article:** Common Core State Standards: A Tool for Improving Education
 - e. **Discussion Forum:** Respond to the Article.
 - f. **Moodle Book:** An introduction to the CCSS.
 - g. Students will become familiar with their grade level standards on the Common Core State Standards Initiative website at: www.corestandards.org.
 - h. **Reflection:** In **Moodle Assignments**, students will reflect on Chapter 1 and the article by discussing how their view on the CCSS have changed after the readings. Do you view the CCSS as a Curmudgeon or as Gold? Write about something you learned about the CCSS you did not previously know or understand? What are your thoughts on the formatting of the CCSS?
2. Overview of the Reading Standards. Students will complete the following assignments:
 - a. **Read:** Pathways to the Common Core: Accelerating Achievement Chapter 2 Overview of the Reading Standards: What Do They Say and What Does This Mean for Us?
 - b. **Read Artical:** The Common Core: Insights Into the K-5 Standards
 - c. **Discussion Forum:** Respond to the Article.
 - d. **Video:** Common Core State Standards for ELA and Literacy (<https://www.teachingchannel.org/videos/common-core-standards-ela>)
 - e. **Moodle Book:** Teacher Lesson - The Shift: What pedagogical shifts will there be with the transition to the CCSS?
 - i. Read the information I provide about the 6 shifts in teaching.
 - ii. Watch EngageNY videos for each Moodle Book chapter.
 - f. **Reflection:** Post written reflection on **Moodle Assignments**. What do you see as the most challenging shift with the transition to the CCSS?
3. Common Core Curriculum Map Building
 - a. **Video:** The Difference Between Lesson Plans and Curriculum Maps <http://www.curriculummapping101.com/resources/differences-between-lesson-plans-and-curriculum-maps>

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Date of Revision 5/19/16

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- b. Explore Common Core Curriculum Maps at: www.commoncore.org.
 - c. **Moodle Book:** Teacher Lesson:
 - i. An introduction to Common Core Curriculum Mapping
 - ii. An overview of the components of a Common Core Curriculum Map
 - d. **Discussion Forum:** Discuss your feelings about curriculum mapping. How do you see this being beneficial to you?
 - e. **Instructions** and examples for creating a topic, writing an overview, and choosing focus standards for the unit.
 - i. Post curriculum map topic, overview, and focus standards on **Moodle Assignments**.
4. Literal Understanding and Text Complexity. Students will complete the following assignments:
- a. **Read:** Pathways to the Common Core: Accelerating Achievement Chapter 3
Literal Understanding and Text Complexity: Standards 1 and 10
 - b. **Read Article:** Reading Between the Lines: What the ACT Reveals About College Readiness in Reading
 - c. **Discussion Forum:** Respond to the Article.
 - d. **Moodle Book:** Teacher Lesson - Text Complexity: Selecting Text on Worth and Complexity.
 - e. **Moodle Assignments:** Students will reflect on what they have learned in this module. What has been revealed to you about text complexity? Chapters two and three present different views on how best to support students who are reading below grade level. What are some of the views raised in these chapters?
 - f. Curriculum Map Building: **Instructions** and examples on writing student objectives, selecting works, including, literary texts, informational texts, art, music, and media for the chosen topic.
 - i. Post student objectives, selecting works, including, literary texts, informational texts, art, music, and media on **Moodle Assignments**.
5. Reading Literature. Students will complete the following assignments:
- a. **Read:** Pathways to the Common Core: Accelerating Achievement Chapter 4
Reading Literature: Standards 2-9
 - b. **Video:** Guided Reading with Jenna
(<https://www.teachingchannel.org/videos/guided-reading-differentiation-system?fd=1>)
 - c. **Read Article:** Organizing Literacy Classrooms for Effective Instruction: A Survival Guide
 - d. **Discussion Forum:** Respond to the Article.
 - e. Reflection: After reading the chapter on Reading Literature think about how you are going to approach teaching reading in your classroom. Think about how you are going to handle differentiating instruction for your students. Post thoughts to **Moodle Assignments**.

- f. Curriculum Map Building: **Instructions** and examples on creating activities and assessment.
 - i. Post activities and assessment for your topic on **Moodle Assignments**.
6. Reading Informational Texts. Students will complete the following assignments:
 - a. **Read:** Pathways to the Common Core: Accelerating Achievement Chapter 5 Reading Informational Texts: Standards 2-9
 - b. **Moodle Book:** Teacher Lesson: Incorporating Informational Texts into your lessons.
 - c. **Moodle Assignments:** Students will reflect on what they have learned in this module. What are some steps you will take to devote more time to incorporating informational texts into your reading routine? Three categories of the Common Core reading standards are identified as: key ideas and details, craft and structure, and integration of knowledge and ideas. Which of these categories will take the most work for you? Which have not had the most priority in your teaching to this point?
 - d. Curriculum Map Building: **Instructions** and examples on creating reading foundations, additional resources, terminology, and making interdisciplinary connections.
 - i. Post creating reading foundations, additional resources, terminology, and making interdisciplinary connections on **Moodle Assignments**.
7. Practical Application: Putting It All Together: These assignments will be compiled into one **PDF** and be posted on Moodle.
 - a. Curriculum Map Building: Students will take the components of the curriculum maps they built in each lesson and put them together in the given format.
 - b. **Read Article:** A Primary Grade Science Unit Using the Language Arts/Literacy Common Core State Standards
 - c. Explore lesson plans on the Data Works website at: <http://www.dataworks-ed.com/resources>
 - d. Write a two day lesson plan based on the curriculum map you developed.
 - e. Provide evidence of teaching through pictures and written reflection on **Moodle Assignments**.
 - f. **Discussion Forum:** Discuss how you felt about the process of creating a curriculum map. Discuss the benefits/disadvantages to creating curriculum maps. Discuss any final thoughts on the text, the articles, the format of the course, etc.

Evidence of Learning

- Students demonstrate through written reflection an understanding of the Common Core Reading Standards for their grade level (Module 1).
- Students demonstrated appropriate and effective collaboration with online community (Modules 1, 3, 7)

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- Students demonstrate through written reflection an understanding and the challenges of the shifts taking place with the transition to the Common Core State Standards (Module 2).
- Students will discuss their understanding of curriculum mapping and the benefits of creating units (Module 3).
- Course instructor will observe evidence of understanding in each component of curriculum mapping (Modules 3, 4, 5, 6, 7)
- Students demonstrate through written reflection an understanding of text complexity and how to support all readers (Module 4).
- Students demonstrate through writing an understanding of how to differentiate reading instruction (Module 5).
- Students demonstrate through written reflection an understanding of teaching using informational text (Module 6)
- Course instructor will observe evidence of understanding of the final curriculum map design (Module 7).
- Students will demonstrate an understanding of lesson planning based on their curriculum map using standards-based reading lessons (Module 7).

Grading Policies and Rubrics

Example:

200 total points possible

200 – 180 = A

179 – 160 = B or Credit Grade

Below 159 points = no credit

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Assignments

1. Discussion Forums	21 points (7)
2. Reflection Essays	50 points (5)
3. Curriculum Map Postings	20 points (4)
4. Final Project Curriculum Map	69 points
5. Lesson Plan	25 points
6. Practical Application Evidence	15 points
	Total 200 points

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Rubric for Evaluating Assignments

Discussion Forums	Sub-Standard	Standard	Superior
Writing Requirements	Writing contains noticeable mistakes in grammar and spelling.	Writing is acceptable with very few mistakes in grammar and spelling.	Writing is clear, succinct, and reflects graduate level expectations.
Depth of Post	Post does not clearly relate to the subject. Little or no reflective comment development.	Post shows an adequate relation to the subject matter.	Ideas clearly relate to and expand on the subject matter.
Expression of Thoughts	Post does not express ideas clearly. Comments express little to no thought process.	Adequate expression of ideas. Good use of abstract thought.	Thoughts are complete and stated clearly. Thoughts clearly show superlative abstract thought.
Scope of Reply	Brief reply. No substance to reply commentary.	Good, reflective contribution. Understands peer posts and connects to them adequately.	Excellent reply. Clearly connects to posts and superbly examines them while replying in a cohesive, intellectual and helpful way.
Posts and Replies	Created one post per forum assignment and zero replies to other posts per forum assignment.	Created one post per forum assignment and created one reply to another post.	Created on post per forum assignment and created two replies to other posts.
Reflection Essays	Sub-Standard	Standard	Superior
Writing Requirements	Writing contains noticeable mistakes in grammar and spelling.	Writing is acceptable with very few mistakes in grammar and spelling.	Writing is clear, succinct, and reflects graduate level expectations.

Course Number and Title: ELA 925 Common Core: Reading and Curriculum Mapping

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Discussion Forums	Sub-Standard	Standard	Superior
Knowledge Demonstration of knowledge of course content.	Demonstrates poor knowledge of the course content based on the readings and activities.	Demonstrates good knowledge of the course content based on the readings and activities.	Demonstrates excellent knowledge of the course content based on the readings and activities.
Articulation and Evaluation Articulation and critical evaluation of key issues in the field.	Articulates and critically evaluates key issues in the field only at a surface level. Critique is vague and disjointed, few or no examples are provided.	Able to fairly well articulate and critically evaluate key issues in the field. Critique has few examples provided.	Articulates, critically evaluates, and advances key issues in the field. Critique is comprehensive with specific examples provided.
Curriculum Map Final Project	Sub-Standard	Standard	Superior
Topic and Overview	Topic and overview are not well thought out. There is not any cohesiveness between the unit and the topic and overview. There are no descriptive elements.	Topic and overview are thought out, but do not completely describe the unit. There lacks cohesiveness between the topic and overview. Thoughts are not concise and leave out descriptive elements.	Well thought out topic and overview. There is cohesiveness between the topic and overview. Overview is explanatory and completely describes the unit.
Focus Standards	There is not variety of standards from the language arts domains. Standards do not have unity with the theme of the unit.	Standards are not chosen from all four language arts domains. Standards have little unity with the theme of the unit.	Use of a variety of standards from the four language arts domains. Standards have unity with the theme of the unit.

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Discussion Forums	Sub-Standard	Standard	Superior
Objectives	Suggested objectives do not meet the chosen standard's criteria. The objectives are not varied and are not relevant to the topic.	Suggested objectives partially meet the chosen standard's criteria. The objectives are somewhat varied and somewhat relevant to the topic.	Suggested objectives meet the chosen standard's criteria. The objectives are varied and relevant to the topic.
Suggested Works	There is not a variety of exemplar works selected. Works are not a part of the topic. Evidence of exemplar literary texts is not apparent. The chosen literary texts, informational texts, art, music, and media are not an integral part of the topic.	A variety of exemplar works are selected. Works partially integrate with the topic. Evidence of exemplar literary texts is lacking. There is a lack of stories, read aloud stories, poems and read aloud poems. There is a lack of exemplar informational text. Lack of informational books and read aloud informational books. There is a lack of evidence of art, music, and media.	A variety of suggested works are selected. Works are an integral part of the topic. There is evidence of exemplar literary texts, including stories, read aloud stories, poems and read aloud poems. There is evidence of exemplar informational texts, including informational books, and read aloud informational books. There is evidence of art, music, and media.
Sample Activities and Assessments	Sample activities do not meet the chosen standards. Standards are not attached to the activities. Activities are not varied and do not meet the four language arts areas. There are less than eight sample activities.	Sample activities partially meet the chosen standards. Most standards are attached to the activities. Activities are mostly varied and meet most of the four language arts areas. At eight activities are present.	Sample activities meet the chosen standards. Evidence of that the standards are attached to the activities. Varied activities to meet all four of the language arts areas. At least ten activities are present.

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Discussion Forums	Sub-Standard	Standard	Superior
1. Additional Resources 2. Terminology Making 3. Interdisciplinary Connections	Resources, terminology, and interdisciplinary connections are not evident or are not at all relevant.	Resources, terminology, and interdisciplinary connections are evident, but not always relevant.	Pertinent resources, terminology, and interdisciplinary connections are evident.
Lesson Plan and Practical Application	Sub-Standard	Standard	Superior
Lesson Plan Components	A one day lesson plan is developed including: 1. Summary 2. Objectives 3. Materials 4. Procedure 5. Differentiation a. Advanced b. Struggling	A two day lesson plan is developed including: 1. Summary 2. Objectives 3. Materials 4. Procedure 5. Differentiation a. Advanced b. Struggling	A three day lesson plan is developed including: 1. Summary 2. Objectives 3. Materials 4. Procedure 5. Differentiation a. Advanced b. Struggling
Lesson Plan	Lesson Plan is not well thought out and does not utilize the information provided in the curriculum map. Poorly done, not engaging, and incomplete.	Lesson Plan is well thought out and partially utilizes the information provided in the curriculum map. Lesson is creative integration, active, and engaging.	Lesson Plan is well thought out and utilizes the information provided in the curriculum map. Lesson has unique ideas, is well organized, and interesting.
Practical Application	Partial fulfillment of pictures of the lesson, student work samples, and a less than adequate reflection.	Evidence of teaching includes pictures of the lesson, some student work samples, and a simple reflection.	Evidence of teaching includes pictures at various stages of the lesson, a variety of student work samples, and a thoughtful reflection.

Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. (Instructions will be provided for online grading by the instructor.)

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Instructor/Student Contact

Students are encouraged to contact the instructor any time during the course to discuss the materials, assignments, or any other questions students may have. Contacting the instructor via email, teacherslearningconnection@gmail.com, is the quickest way to get a response. When sending an email please include the course number and your full name. The instructor is also available by phone, 559-896-1012.

The instructor will make regular contact with students on the discussion forum. The instructor will participate and give feedback on the discussion forum on a weekly basis. Additionally, students will be given weekly feedback on their reflective essays and curriculum map posts. Students will have critiques on their final curriculum map, lesson plan, and practical application. The instructor will have discussions with students who fail to meet the assignment requirements to help them remedy any problems.

Online Courses: Throughout the course students will be communicating with the instructor and their classmates on a regular basis through the use of asynchronous discussion forums. A Virtual Office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email the instructor at any time. Students will also receive feedback on the required assignments as they are submitted. Describe your expectations for instructor-student interactions for your course.

References

Text Book:

Calkins, Lucy, Mary Ehrenworth, and Christopher Lehman. *Pathways to the Common Core: Accelerating Achievement*. Portsmouth, NH: Heinemann, 2012. Print.

Articles:

“Common Core State Standards: A Tool for Improving Education.” *NEA*. NEA Education Policy and Practice Department, 2010. Web. 29 Oct. 2012.

<www.nea.org/assets/docs/HE/PB30_CommonCoreStandards10.pdf>.

Reutzel, D. Ray, and Sarah Clark. “Organizing Literacy Classrooms for Effective Instruction.” *The Reading Teacher* 65.2 (2011): 96-109. *International Reading Association*. International Reading Association. Web. <<http://www.reading.org/>>.

Morrow, Lesley M. “A Primary Grade Science Unit Using the Language Arts/Literacy Common Core State Standards.” *International Reading Association*. N.p., Apr.-May 2012. Web. 29 Oct. 2012. <<http://www.reading.org/>>.

McLaughlin, Maureen, and Brenda J. Overturf. “The Common Core: Insights Into the K-5 Standards.” *The Reading Teacher* 66.2 (2012): 153-64. Print.

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“Reading Between the Lines: What the ACT Reveals About College Readiness in Reading.” *ACT*. N.p., 2006. Web. 29 Oct. 2012. <<http://act.org/>>.

Videos:

“Common Core State Standards for ELA and Literacy.” *Teaching Channel*. N.p., 2012. Web. <<https://www.teachingchannel.org/videos/common-core-standards-ela>>.

“Common Core in ELA/Literacy: Shift 1: PK-5: Balancing Informational Text and Literature.” *EngageNY*. N.p., 2012. Web. <http://engageny.org/resource/common-core-in-ela-literacy-shift-1-pk-5-balancing-informational-text-and-literature>

“Common Core in ELA/Literacy: Shift 2: 6-12: Building Knowledge in the Disciplines.” *EngageNY*. N.p., 2012. Web. <http://engageny.org/resource/common-core-in-ela-literacy-shift-2-6-12-building-knowledge-in-the-disciplines>

“Common Core in ELA/Literacy: Shift 3: Staircase of Complexity.” *EngageNY*. N.p., 2012. Web. <http://engageny.org/resource/common-core-in-ela-literacy-shift-3-staircase-of-complexity>

“Common Core in ELA/Literacy: Shift 4: Text-based Answers.” *EngageNY*. N.p., 2012. Web. <http://engageny.org/resource/common-core-in-ela-literacy-shift-4-text-based-answers>

“Common Core in ELA/Literacy: Shift 5: Writing from Sources.” *EngageNY*. N.p., 2012. Web. <http://engageny.org/resource/common-core-in-ela-literacy-shift-5-writing-from-sources>

“Common Core in ELA/Literacy: Shift 6: Academic Vocabulary.” *EngageNY*. N.p., 2012. Web. <http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary>

“Introduction to Text Complexity.” *NYC DOE Promising Practice*. N.p. 2012. Web. <http://vimeo.com/27251914>

Hale, Janet. “The Differences Between Lesson Plans and Curriculum Maps.” *Common Core Standards (CCSS)*. N.p., 2012. Web. <<http://www.curriculummapping101.com/resources/differences-between-lesson-plans-and-curriculum-maps>>.

“Guided Reading with Jenna.” *Teaching Channel*. N.p., 2012. Web. <<https://www.teachingchannel.org/>>.

Online Resources:

Common Core State Standards Initiative. N.p., 2012. Web. 29 Oct. 2012. <<http://www.corestandards.org/>>.

Course Number and Title: ELA 925 Common Core: Reading and Curriculum Mapping
Instructor: Jeromy Winter
Date of Revision 5/19/16

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“Common Core Curriculum Maps | English Language Arts.” *Common Core Curriculum Maps | English Language Arts*. N.p., 2012. Web. 29 Oct. 2012. <<http://commoncore.org/maps/>>.

“Resources.” *Data Works Educational Research*. N.p., 2012. Web. <<http://www.dataworks-ed.com/resources>>.

EngageNY. N.p., 2012. Web. <<http://engageny.org/>>

Teaching Channel. N.p., 2012. Web. <<https://www.teachingchannel.org/>>.

Hale, Janet. *Curriculum Mapping 101*. N.p., 2012. Web. <<http://www.curriculummapping101.com/resources/differences-between-lesson-plans-and-curriculum-maps>>.

Other Resources:

Common Core Curriculum Maps: English Language Arts (published by Jossey-Bass) - I will refer to this book throughout the course. It is an excellent resource for teachers of grades Kindergarten through Fifth. <http://www.commoncore.org>

Kendall, John S. *Understanding Common Core State Standards*. Alexandria, VA: ASCD, 2011. Print.

Fisher, Douglas, Nancy Frey, and Diane Lapp. *Text Complexity: Raising Rigor in Reading*. Newark, DE: International Reading Association, 2012. Print.

Owocki, Gretchen. *The Common Core Lesson Book, K-5: Working with Increasingly Complex Literature, Informational Text, and Foundational Reading Skills*. Portsmouth, NH: Heinemann, 2012. Print.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty,

Course Number and Title: ELA 925 Common Core: Reading and Curriculum Mapping

Instructor: Jeromy Winter

Date of Revision 5/19/16

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including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global

Course Number and Title: ELA 925 Common Core: Reading and Curriculum Mapping
 Instructor: Jeromy Winter
 Date of Revision 5/19/16

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perspectives and will employ these perspectives to *evaluate* complex systems.

Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.

Course Number and Title: ELA 925 Common Core: Reading and Curriculum Mapping

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