



*Saili Le Atamai*

**ACADEMIC AFFAIRS DIVISION**  
Office of the Dean of Academic Affairs

**INSTRUCTIONAL COURSE APPROVAL FORM**

Date \_\_\_\_\_

Course Title FOUNDATIONS OF CURRICULUM AND INSTRUCTION  
(ELEMENTARY - K8)

Course Code (Alpha and Number) ED 305

**ROUTING SIGNATURES AND DATE**

1. Initiator \_\_\_\_\_

2. Academic Department Chair: \_\_\_\_\_

3. Dean, Academic Affairs: \_\_\_\_\_

4. Curriculum Committee: \_\_\_\_\_

5. Dean, Academic Affairs: \_\_\_\_\_

6. Vice President: \_\_\_\_\_

Approved  Disapproved  Approved with the following recommendations:

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## AMERICAN SAMOA COMMUNITY COLLEGE INSTRUCTIONAL COURSE APPROVAL FORM

Department: Education Instructor: Dr. Seth P. Galea'i  
Course Alpha/Number: ED 305 Course Title: Foundations of Curriculum  
and Instruction (Elementary-K8)

Check One:  New Course Proposal  Course Revision

Total Credits: 4 Lecture:  Laboratory  Maximum Class Size: 25

### CATALOG COURSE DESCRIPTION:

This course examines and exemplifies the relevant knowledge, skills and personal attributes of an effective teacher. Specific attention will focus on the organization of curriculum, instructional design and assessing student learning.

### COURSE RATIONALE:

Foundations of Curriculum and Instruction is a course designed to provide the prospective teacher with the requisite foundational knowledge, skills and personal attributes to become an effective teacher in American Samoa or in any educational setting. This course also provides the prospective teacher with the necessary preparation to be successfully competent in the succeeding core coursework and educational experiences required for the Baccalaureate Degree in Elementary Education.

### PRE-REQUISITE(S):

Post AA Degree ED IDP, or Instructor's Permission

### Textbook(s) / Reference book(s)

Qualities of Effective Teachers. J.H. Stronge. 2002 ASCD  
ISBN # 0-87120-663-3

To Become a Teacher-Making a Difference in Children's  
Lives. W. Ayers. 1995 Teachers College, Columbia University.  
ISBN # 0-8077-3455-1

Enhancing Professional Practice: A Framework for Teaching.  
C. Danielson. 1996 ASCD

Mapping the Big Picture-Integrating Curriculum and  
Assessment K-12. H.H. Jacobs. 1997 ASCD

Understanding by Design. G. Wiggins and J. McTighe.  
1998 ASCD

Understanding by Design Handbook. G. Wiggins and  
J. McTighe. 1998 ASCD

### Special supplies / Equipment

Visual Tools for Constructing Knowledge.

D. Hyerle. 1996 ASCD  
ISBN # 0-87120-266-2

Beyond Discipline, From Compliance to Community.

A. Kohn. 1996 ASCD  
ISBN # 0-87120-270-0

Tools for Teaching: Discipline, Instruction-Motivation.

F. Jones. 2000 Jones and Associates, Inc.  
ISBN # 0-9650263-0-2

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.

R.J. Marzans. 2001 McREI  
ISBN # 0-87120-504-1

Super Teaching. E. Jensen. 1998 3<sup>rd</sup> Edition

ISBN # 1-890460-02-8

**Approval of Textbook**

\_\_\_\_\_  
Department Chairperson

\_\_\_\_\_  
Curriculum Committee

\_\_\_\_\_  
Dean of Academic Affairs

**Approval for Supplies/ Equipment**

\_\_\_\_\_  
Department Chairperson

\_\_\_\_\_  
Curriculum Committee

\_\_\_\_\_  
Dean of Academic Affairs

**COURSE OBJECTIVES IN BEHAVIORAL TERMS**

Student Competencies

Upon successful completion of this course, students will be able to:

- 1.1 Demonstrate a high sense of professionalism, reflection and personal qualities facilitating student learning;
- 1.2 Demonstrate competence in designing appropriate instructional experiences and to effectively organize content to be learned;

- 1.3 Effectively plan and prepare for the sound management and organization of classrooms where students are engaged in learning at higher levels;
  - 1.4 Demonstrate competence in the use of appropriate instructional behaviors and strategies.
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## TOPICAL COURSE OUTLINE

### Course Outline:

- 1.0 The Teacher as a Person and Professional
  - 1.1 The Role of Caring
    - a) Listening to Students
    - b) Understanding
    - c) Knowing Students
  - 1.2 The Role of Fairness and Respect
    - a) Respecting and Honoring Students
    - b) Inclusion for All Learners
  - 1.3 Interacting with Students
    - a) Positive/Productive Teacher-Student Interaction
    - b) Empowering Students in Decision-Making
  - 1.4 Promoting Enthusiasm and Motivating Students to Learn
    - a) Teacher's Enthusiasm for Teaching, Learning, and Subject Matter
    - b) Developing Strong Academic Self-Concepts
  - 1.5 Teacher Professionalism and Effectiveness
    - a) Commitment to Student Learning and to Personal Learning
    - b) "All Students Can Learn"
    - c) Teacher Accountability and Professional Preparation
    - d) Supporting a Learning Culture of Collegiality and Collaboration

1.6 The Role of Reflective Practice

- a) Informal-Formal Reflection of Instructional Performance
- b) Continual Instructional Improvement
- c) Setting and Maintaining High Expectations for Student Learning

2.0 Instructional Planning and Preparation

2.1 Demonstrating Knowledge and Content

- a) Content Mastery, Organization and Relevant Pedagogy
- b) Local and National Content Standards
- c) Content Specific Processes and Standards (K-6)
  - English/Language Arts
  - History/Social Studies
  - Mathematics
  - Science
  - Art/Music
  - Physical Education
  - ESL/Cultural Studies

2.2 Demonstrating Knowledge of Students

- a) Constructive vs. Coverage
- b) High Expectations: “All Students Can Learn”
- c) “Culture” and Learning-Respect for Diversity
- d) Instructional Relevance: Linking Instruction to Real Life Experiences

2.3 Selecting Instructional Goals

- a) Deciding What to Teach: Content, Skills, and Attitudes
- b) Learning Outcomes-A Backwards Design
- c) High-Order Thinking and Problem Solving Skills
- d) Civic Responsibility

- e) Writing Across the Curriculum
- f) Cultural Awareness
- g) American Samoa Department of Education Goals

#### 2.4 Selecting Appropriate Instructional Materials and Resources

- a) Developmentally Appropriate and Content Aligned Materials and Resources
- b) Integrating Technology with Instruction and Learning
- c) The “Open-Classroom”

#### 2.5 Designing Coherent Instruction

##### a) Instructional Coherence, Linking:

- Learning Activities
- Materials
- Teaching Strategies
- Assessment

##### b) Integrated, Thematic Unit Plans

- Aligning Learning Objectives to Content Standards and Relevant Pedagogy
- Organizing Relevant Content for Effective Presentation
- Time Allocation
- Checking for Understanding and Feedback

#### 2.6 Assessing Student Learning

##### a) Curriculum and Instructional Alignment

- Learning Goals
- What was Taught
- What is Tested

b) Assessment Strategies

- External-Standardized Tests
- Criterion-Reference Tests
- Performance Assessment
- Authentic Assessment Strategies (Portfolios)
- Formative Assessment
- Alternative Assessments Beyond the Cognitive Domain

3.0 Classroom Management and Organization

3.1 Creating a Learning Environment of Respect and Rapport

- a) Developing a “Community of Learners”
- b) Respect for Diversity
- c) Freedom to Take Risks

3.2 Effective Management of Classroom Procedures

- a) Organizing Classroom Space Effectively
- b) Establishing Consistent, Effective and Efficient Process for Routine Tasks
- c) Advanced Preparations of Instructional Materials and Equipment

3.3 Managing Student Behavior

- a) Interpreting and Responding to Diverse Student Behavior
- b) Establishing and Implementing Rules of Behavior Fairly and Consistently

**EVALUATION METHODS**

90 to 100	A	Attendance/Participation.....	20%
80 to 89	B	Mid-term .....	20%
70 to 79	C	Final .....	20%
60 to 69	D	Reaction Papers.....	20%
50 to 59	F	Portfolios .....	20%