THE UNIVERSITY OF TEXAS AT EL PASO
College of Education- Department of Teaching, Learning, and Culture
(the department formerly known as Teacher Education)

Title of Course: **Learning Contexts & Curriculum**	**Credits: 3**
Course Number: **TED 5301, CRN 18749**	**Office:** **Zoom.us** **Office hours:** **Tuesdays, 12-1 and** **I am happy to make an appt. to meet with you via Zoom.us.**
Instructor Information: **Dr. Char Ullman** **915-238-2327** **You can call or text until 9 PM.** **cullman@utep.edu**	**Community Arts facilitated a quilt project at Lochdale Community School involving students, teachers, community members and families of the Strong Starts Program.**
Day/Time: Asynchronous meetings only. **This is a fully online course. ☺**	**Location:** **BlackBoard** **UTEPConnect**

REQUIRED TEXT

Gorski, P.C., & Pothini, S.G. (2018). *Case Studies on Diversity and Social Justice Education,* 2nd ed. New York, NY: Routledge. ISBN: 978-0-8153-7500-5. Amazon: $24.92 used.

REQUIRED ARTICLES AND MEDIA ON BLACKBOARD

Articles

1. Apple, M. W. (2004). Cultural politics and the text. In *Official Knowledge: Democratic Education in a Conservative Age.* Pp. 42-60. New York: Routledge.
2. Au, W. (2011). "Introduction: Contradiction in curriculum studies." *Critical Curriculum Studies.* (p. 1-14). New York, NY: Routledge.
3. Freire, P. (1993). Chapter 2. In *Pedagogy of the Oppressed*. New York: Continuum Press.
4. Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of teacher education*, *53*(2), 106-116.
5. Ladson-Billings, G. (2014). "Culturally Relevant Pedagogy 2.0: a.k.a. the Remix." *Harvard Educational Review*, *84*(1), pp. 74-84.

6. Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, *59*(4), 361-373.

7. Lunenburg, F. C. (2011). Theorizing about Curriculum: Conceptions and definitions. *International Journal of Scholarly Academic Intellectual Diversity*, *13*(1), 1-6.

8. Ornstein, A.C. & Hunkins, F.P. (2018). Curriculum design. In *Curriculum: Foundations, Principles, and Issues.* 7th ed. Pp. 176-204. New York: Pearson.

9. Ornstein, A.C. & Hunkins, F.P. (2018). Curriculum implementation. In *Curriculum: Foundations, Principles, and Issues.* 7th ed. Pp. 256-282. New York: Pearson.

10. Ornstein, A.C. & Hunkins, F.P. (2018). Curriculum evaluation. In *Curriculum: Foundations, Principles, and Issues.* 7th ed. Pp. 286-324. New York: Pearson.

11. Pacheco, M. (2012). Learning in/through everyday resistance: A cultural-historical perspective on community resources and curriculum. *Educational Researcher*, *41*(4), 121-132.

12. Pinar, W.F. (2004). The Analytic moment: Anti-intellectualism and complicated conversation. In *What Is Curriculum Theory?* Pp. 163-184. Mahwah, NJ: Lawrence Earlbaum.

13. Sleeter, C. E. (2012). Confronting the marginalization of culturally responsive pedagogy. *Urban Education*, *47*(3), 562-584.

14. Smith, M. K. (2000). Curriculum theory and practice. *The Encyclopedia of Informal Education*. Pp.1-12. Infed.org

Media Resources

1. Adichie, C.N. (2009) "The danger of a single story." *TED Talks.*Retrieved fromhttps://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

2. Kellner, D. (2013). The hidden curriculum of education. Retrieved from https://youtu.be/afBF-ZQgVBs   (video)

3. Funds of Knowledge with Luis Moll
https://www.youtube.com/watch?v=aWS0YBpGkkE&t=1s

4. Prelinger Archives San Francisco. (2014, January 14). *1939-school: A Film about progressive education* [Film]. YouTube. https://www.youtube.com/watch?v=b7lHva6HAlc

5. Robinson, K. (2013). How to escape education's death valley.
https://www.youtube.com/watch?v=wX78iKhInsc

COURSE DESCRIPTION

We will examine the theoretical frameworks and broad definitions of curricula, processes of curriculum alignment, pedagogy, assessment, state standards, curriculum integration, and lesson planning. Course participants will practice reflective and critical thinking to contemplate their roles as curriculum providers in educational systems.

COURSE GOALS AND VISION

The goal of TED 5301 is to provide educators with understandings of curriculum and instruction in the context of a diverse society. Education in the 21st century absolutely requires that we deeply understand and engage in the social, cultural, historical, and economic concerns facing ALL students. These are the learning contexts of education, and they are connected in complex ways to the structure of schooling and pedagogical processes. In this course, we will engage a critical foundational knowledge of the philosophy of curriculum and instruction (theory), while examining current practices in the classroom (praxis).

COURSE FORMAT

Just as in face-to-face (F2F) classrooms, learning and teaching online requires that a sense of community be developed to ensure successful and full understanding of course content, and to meet the criteria of a constructivist curriculum, essential to this course. We will develop community through the use of continuous communication via multiple modes of conversation and writing. Class members are expected to be prepared and participate fully in all assigned discussion activities and assignments.

Weekly participation and attendance online are expected in a seven-week course, and missing one day or even one assignment can have a huge impact on your learning and will affect your final grade. All students should be prepared and actively engaged in class discussion and online activities. Successful completion of the course depends on your participation and interaction online with colleagues and the professor. *If you are having difficulty keeping up, get in touch with me immediately to negotiate a plan.*

CRITICAL REFLECTION EXPECTATIONS

"Netiquette" is the term used to describe the courteous and civil exchange of ideas in a virtual setting. That means that being physically separated from each other does not allow anyone the right to be impolite or discourteous to anyone else. Members of our course community must focus on their classmates' arguments, and are expected to communicate with respect. It is fine to use emoticons to express feelings. Capitalized and bolded text implies shouting and is not permitted. It's best to support, not divide, critique, not criticize, question ideas, not people, and provide scholarly information, not personal opinions. You need to think critically and creatively and "communicate assertively while respecting personal boundaries" (Parra & Bovard, 2009).

ONLINE PREPARATION

Plan to spend at least as much time in this web course as you would preparing for an attending a face-to-face course. Remember, a seven-week course involves the work of a 16-week course in a shorter period of time. It's intense! You should schedule your life so that you spend 8-12 hours or more per week on this course. **Although this course is designed to be flexible, it is not self-paced**. There are weekly discussions and assignment deadlines.

STUDENT LEARNING OUTCOMES

Upon successful completion of TED 5301, students will be able to do the following:

	Learning Outcome	Assessment
1	Simulate the teacher's role in curriculum planning for the school year, for instructional units, and for daily lessons by demonstrating understandings of the course readings.	Critical reflective discussions, thinking together activities, and the final lesson planning project. All are assessed through the use of rubrics.
2	Develop an understanding of the key tenets of curriculum	Critical reflective discussions and the final lesson planning project, and film analysis project. All are assessed through the use of rubrics.
3	Select, develop, and incorporate appropriate cognitive and affective objectives by successfully addressing all the stated objectives of a curriculum project.	Final lesson planning project and thinking together activities. Both are assessed through the use of a rubric.
4	Design learning experiences and materials for the enrichment of quality curriculum, including the effective use of technology	Final lesson planning project, and thinking together activities, and critical reflective discussions. All are assessed through the use of a rubric.
5	Align culturally relevant instructional approaches to state and national standards	Final lesson planning project and critical reflective discussions. Both are assessed through the use of a rubric.
6	Integrate critical theory into effective teaching strategies through an assessment of existing curricula.	Final lesson planning project, and thinking together activities, and critical reflective discussions. All are assessed through the use of a rubric.

Policies and Procedures

COVID-19 precautions. I know we are a UTEP Connect course and we have always planned to be totally online, but the university requires that this statement be part of all syllabi. ☺ The University of Texas at El Paso requires everyone to wear a mask in common spaces, or where two or more individuals are located, including, but not limited to, classrooms. You must wear a mask covering your nose and mouth at all times in this class. If you choose not to wear a mask, you may not enter the classroom. If you remove your mask, you will be asked to put it on and/or leave the classroom. Students who refuse to wear a mask and/or follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions as defined in the UTEP Handbook of Operating Procedure. For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (https://screening.utep.edu). The website will verify if you are permitted to attend class in-person. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell,

please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.
Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities will be transitioned to remote delivery.

COVID-19 realities. I have designed a rigorous course for you this semester, and I look forward to working with all of you and to your completing outstanding work. At the same time, I understand that COVID-19 is a new beast and it's possible that any of us, as well as the people we care about, might become very sick very quickly. For that reason, if you miss an assignment or a meeting, I will check up on you. I know that you may not be in a position to let me know ahead of time if, for example – God forbid – you have had to rush to the hospital. That said, you can always text me at 915-238-2327. Do put my number in your phone. Just let me know who you are and that you're in TED 5301.

Standards of academic integrity. Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with different abilities. If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA). I know that sometimes people know they have learning differences, but cannot afford to get diagnosed each year. If that is your situation, please contact me privately and we will work something out.

Help with writing. Virtually everyone needs help with writing academic English. There's no shame in it. The University Writing Center (UWC) – Library Building, Rm. 227, 747-5112) provides online assistance with writing to all UTEP students at no cost. It is a terrific resource. If I suggest you attend the Writing Center, it's because I think you will benefit from it. Please know that it's not a punishment and it's not a sign that you will be asked to leave the program. If you need assistance with writing, the tutors at the UWC can help you. They are good. Check the website for more information: https://www.utep.edu/uwc/

How will my work be evaluated?

Coursework Requirements

Thinking Together & Responses	18 possible points
Critical Reflections & Responses	30 possible points
Film Analysis Project	17 possible points
Final Lesson Planning Project	35 possible points
TOTAL	**100**

Grading Scale

Grade	Earned Points
A	90 -100
B	80- 89
C	70- 79
D	60- 69
F	Below 60

COURSE ASSIGNMENTS

Thinking Together Posts & Responses (6 posts @ up to 3 pts. each, 18 pts possible.
> The Thinking Together assignment is an opportunity for you to think about complex educational issues through an equity framework, considering praxis. You will do this for six of the seven weeks of our class. Prompts are in the modules and in Appendix 1 of this syllabus.

Critical Reflection Posts and Responses Posts (6 posts @ up to 5 pts. each, 30 pts. possible)
> You will post six critical reflections on the Discussion Board this semester, which includes a total of three postings per reflection; your first (1) response to the prompt based on the readings/videos, and then one response to two different colleagues. These discussions are meant to gauge your growth and understanding of curriculum, pedagogy, and diverse learning contexts. You will support your ideas with the course readings and videos and you will incorporate your own thoughts and experiences into your initial post. Prompts are in the modules and in Appendix 2 of this syllabus.

Film Analysis Project (17 pts. possible) DUE: 11:59 PM, Mon., Sept. 28
> Your film analysis project involves viewing a film example of Dewey's Progressive education, analyzing the approach you saw, and connecting it to different approaches to curriculum theory and practice, with your critique. Directions and grading criteria are in the modules and in Appendix 3 of this syllabus.

Final Lesson Plan Project (35 pts. possible) DUE: 11:59 PM, Fri., Oct. 9.
> You will create a detailed lesson plan that is part of thematic unit. The plan will be highly detailed and will be based on a topic that you want to explore. Directions and grading criteria are in the modules and in Appendix 3 of this syllabus.

Course Schedule for Fall 2020*

		Obtain course text: Gorski, P.C., & Pothini, S.G. (2018). *Case Studies on Diversity and Social Justice Education,* 2nd ed. New York, NY: Routledge. ISBN: 978-0-8153-7500-5. Amazon: $24.92 used. **Download course articles on BB.**
Introductions & What Is Curriculum?		

Week 1	Tues., Aug. 25	*This week we will:*
		Introduce ourselves to each other
		   Do this on our Discussion Board.
		Read
		
		    1. Smith, M. K. (2000). Curriculum theory and practice. *The encyclopedia of informal education.* Pp.1-12. Infet.org.
		    2. Au, W. (2011). "Introduction: Contradiction in curriculum studies." *Critical Curriculum Studies.* (p. 1-14). New York, NY: Routledge
		    3. Ornstein, A.C. & Hunkins, F.P. (2018). Issues and trends. In *Curriculum: Foundations, Principles, and Issues.* 7th ed. Pp. 307-333. New York: Pearson.
		Watch
		    Robinson, K. (2013). How to escape education's death valley. https://www.youtube.com/watch?v=wX78iKhInsc
		
		Note: If you haven't gotten the Gorski & Pothini book yet, I will copy the first section for you by Monday, Aug. 24. Do plan to get the by the second week of the course.
		Thinking Together
		After reading:
		Gorski, P. C., & Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education.* Pp. 1-20. New York: Routledge, complete:
		Thinking Together #1: The Equity Literacy Framework
		Post your Thinking Together #1 on BlackBoard by 11:59 PM, Thurs. Aug.27. Respond substantively to one classmate's post by 11:59 PM, Mon., Aug. 31.
		Critical Reflection
		Post your Critical Reflection #1 on BlackBoard by 11:59 PM, Fri. Aug. 28. Respond substantively to on classmate's post by 11:59 PM, Mon.., Aug. 31.

Curriculum Theorizing		
Week 2	Tues., Sept. 1	**Read** 1. Lunenburg, F. C. (2011). Theorizing about Curriculum: Conceptions and definitions. *International journal of scholarly academic intellectual diversity*, *13*(1), 1-6. 2. Apple, M. W. (2004). Cultural politics and the text. In *Official Knowledge: Democratic Education in a Conservative Age*. Pp. 42-60. New York: Routledge. 3. Freire, P. (1993). Chapter 2. In *Pedagogy of the Oppressed*. New York: Continuum Press. 4. Pinar, W.F. (2004). The Analytic moment: Anti-intellectualism and complicated conversation. In *What Is Curriculum Theory?* Pp. 163-184. Mahwah, NJ: Lawrence Earlbaum. **Watch** Adichie, C.N. (2009) "The danger of a single story." *TED Talks*.Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story **Thinking Together** After reading: Gorski, P. C., & Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education*. Pp. 21-38. New York: Routledge, complete: *Thinking Together #2: Socio-Economic Status & Religion* Post your Thinking Together Analysis #2 on BlackBoard by 11:59 PM, Thurs., Sept. 3. Respond substantively to two classmates' posts by 11:59 PM, **Tues., Sept. 8.** (Labor Day change) **Critical Reflection** Post your Critical Reflections #2 on BlackBoard by 11:59 PM, Fri. Sept. 4. Respond substantively to a classmate's post by 11:59 PM, **Tues., Sept. 8.** (Labor Day change). **Enjoy your Labor Day holiday! (Mon., Sept. 7)**

Culturally Responsive/Relevant/Sustaining Pedagogy		
Week 3	Tues., Sept. 8	**Read** 1. Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of teacher education*, *53*(2), 106-116. 2. Ladson-Billings, G. (2014). "Culturally Relevant Pedagogy 2.0: a.k.a. the Remix." *Harvard Educational Review*, *84*(1), pp. 74-84.

		3. Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, *59*(4), 361-373. 4. Sleeter, C. E. (2012). Confronting the marginalization of culturally responsive pedagogy. *Urban Education*, *47*(3), 562-584. **Watch** Kellner, D. (2013). The hidden curriculum of education. Retrieved from https://youtu.be/afBF-ZQgVBs **Thinking Together** After reading Gorski, P. C., & Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education*. Pp. 39-58. New York: Routledge, complete: *Thinking Together #3: Ethnicity, Culture, & Race* Post your Thinking Together #3 on BlackBoard by 11:59 PM, Thurs. Sept. 10. Respond substantively to two classmates' posts by 11:59 PM, Mon., Sept. 14. **Critical Reflection** Post your Critical Reflections #3 on BlackBoard by 11:59 PM, Fri. Sept. 11. Respond substantively to on classmate's post by 11:59 PM, Mon.., Sept. 14.
Thinking Curriculum Design		
Week 4	Tues., Sept. 15	**Read** 1. Darling-Hammond, L. & Friedlaender, D. (2008). Creating excellent and equitable schools. *Educational Leadership, 65*(8), 14-21. 2. Posner, G. & Rudnitsky, A. (2005). Getting oriented. *Course design: A guide to curriculum development for teachers* (4th Ed.) Pp. 1-17. New York: Allyn & Bacon. 3. Ornstein, A.C. & Hunkins, F.P. (2018). Curriculum design. In *Curriculum: Foundations, Principles, and Issues.* 7th ed. Pp. 176-204. New York: Pearson. **Thinking Together** After reading Gorski, P. C., & Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education*. Pp. 59-68 & pp. 77-83. New York: Routledge, complete: *Thinking Together #4: Sex, Gender Identity, Gender Expression, & Sexual Orientation* Post your Thinking Together #4 on BlackBoard by 11:59 PM, Thurs. Sept. 17. Respond substantively to two classmates' posts by 11:59 PM, Mon., Sept 21. **Critical Reflection** Post your Critical Reflections #4 on BlackBoard by 11:59 PM, Fri. Sept. 18. Respond substantively to on classmate's post by 11:59 PM, Mon.., Sept. 21.

Curriculum Implementation		
Week 5	Tues., Sept. 22	**Read** 1. Ornstein, A.C. & Hunkins, F.P. (2018). Curriculum implementation. In *Curriculum: Foundations, Principles, and Issues.* 7th ed. Pp. 256-282. New York: Pearson. 2. Pacheco, M. (2012). Learning in/through everyday resistance: A cultural-historical perspective on community resources and curriculum. *Educational Researcher*, *41*(4), 121-132. **Watch** Funds of Knowledge with Luis Moll (3 min.) https://www.youtube.com/watch?v=aWS0YBpGkkE&t=1s Thinking Together Gorski, P. C., & Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education*. Pp. 69-76. New York: Routledge, complete: *Thinking Together #5: (Dis)Ability* on BlackBoard by 11:59 PM, Thurs. Sept. 24. Respond substantively to one classmate's post by 11:59 PM, Mon., Sept. 28. **Critical Reflection** Post your Critical Reflections #5 on BlackBoard by 11:59 PM, Fri. Sept. 25. Respond substantively to on classmate's post by 11:59 PM, Mon.., Set. 28. **DUE: Film Analysis Project, 11:59 PM Tues., Sept. 29**
Curriculum Evaluation & Mapping		
Week 6	Tues., Sept. 29	**Read** 1. Ornstein, A.C. & Hunkins, F.P. (2018). Curriculum evaluation. In *Curriculum: Foundations, Principles, and Issues.* 7th ed. Pp. 286-324. New York: Pearson. 2. Jacobs, H.H. 2004). Curriculum mapping as a hub: Integrating new forms of data, decision-making structures, and staff development. In H.H. Jacobs (Ed.) *Getting Results with Curriculum Mapping*. Pp. 126-137. Alexandria, VA: Association for Supervision and Curriculum Development. **Thinking Together** After reading Gorski, P. C., & Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education*. Pp. 84-100. New York: Routledge, complete: *Thinking Together #6: Language & Immigration Status* on BlackBoard by 11:59 PM, Thurs. Oct. 1. Respond substantively to two classmates' posts by 11:59 PM, Mon., Oct. 5. **Critical Reflection** Post your Critical Reflections #6 on BlackBoard by 11:59 PM, Fri. Oct. 2. Respond substantively to on classmate's post by 11:59 PM, Mon.., Oct. 5.
Final Curriculum Project		

Week 7	Tues., Sept. 29	Work on final project.
Final Project Due	Tues., Oct. 6	**Post your final project on BB by Tues, Oct. 6 at 11:59 PM.** **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

*Schedule is subject to change.

Au, W. (2012). What curriculum could be: Utopian dreams amidst a dystopian reality. *Kappa Delta Pi Record, 48*(2), 55-58.

Darling-Hammond, L. & Friedlaender, D. (2008). Creating excellent and equitable schools. *Educational Leadership, 65*(8), 14-21.

Freire, P. (1998). *Teachers as cultural workers: Letters to those who dare to teach*. Boulder, CO: Westview Press.

Jacobs, H.H. (Ed.). (2004). *Getting results with curriculum mapping.* Alexandria, VA: ASCD.

Ornstein, A. C. & Hunkins, F. P. (2012). *Curriculum: Foundations, principles, and issues* (6th Ed). Boston, MA: Pearson.

Pinar, W. F. (2012). *What is curriculum theory?* (2nd ed.). New York: Routledge.

Posner, G. & Rudnitsky, A. (2005). *Course design: A guide to curriculum development for teachers* (7th Ed.). New York: Allyn & Bacon.

Appendix 1
Thinking Together

Note: When you read and write about one chapter, you respond to one classmate's post. When you read and respond to two chapters, you respond to two classmates' posts that week.

Thinking Together #1: The Equity Literacy Framework
Post your Thinking Together Analysis #1 on BlackBoard by 11:59 PM, Thurs. Aug.27. Respond substantively to one classmate's post by 11:59 PM, Mon., Aug. 31.
> **Read**
> Gorski, P. C., & Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education*. Pp. 1-20. New York: Routledge.
> **Respond**
> What do you find inspiring and/or challenging about the equity literacy framework?

Thinking Together #2: Socio-Economic Status & Religion
Post your Thinking Together Analysis #2 on BlackBoard by 11:59 PM, Thurs., Sept. 3. Respond substantively to two classmates' posts by 11:59 PM, **Tues., Sept. 8.** (Labor Day change)
> **Read**
> Gorski, P. C., & Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education*. Pp. 21-38. New York: Routledge.
> **Respond**
> Select a case that speaks to you from ch. 3 and another one from ch. 4. Answer the questions at the end of each of cases you have selected. Respond to one of your classmate's posts.

Thinking Together #3: Ethnicity, Culture, & Race
Post your Thinking Together #3 on BlackBoard by 11:59 PM, Thurs. Sept. 10. Respond substantively to two classmates' posts by 11:59 PM, Mon., Sept. 14.

> Gorski, P. C., & Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education*. Pp. 39-58. New York: Routledge.

> Select a case that speaks to you from ch. 5 and another one from ch. 6. Answer the questions at the end of each of cases you have selected. Respond to one of your classmate's posts.

Thinking Together #4: Sex, Gender Identity, Gender Expression, & Sexual Orientation
Post your Thinking Together #4 on BlackBoard by 11:59 PM, Thurs. Sept. 17. Respond substantively to two classmates' posts by 11:59 PM, Mon., Sept 21.

> Gorski, P. C., & Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education*. Pp. 59-68 & pp. 77-83. New York: Routledge.

> Select a case that speaks to you from ch. 7 and another one from ch. 9. Answer the questions at the end of each of cases you have selected. Respond to one of your classmate's posts.

Thinking Together #5: (Dis)Ability
Post your Thinking Together Analysis #5 on BlackBoard by 11:59 PM, Thurs. Sept. 24. Respond substantively to one classmate's post by 11:59 PM, Mon., Sept. 28.

> Gorski, P. C., & Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education*. Pp. 69-76. New York: Routledge.

> Select a case that speaks to you from ch. 8 Answer the questions at the end of each of cases you have selected. Respond to one of your classmate's posts.

Thinking Together #6: Language & Immigration Status
Post your Thinking Together Analysis #1 on BlackBoard by 11:59 PM, Thurs. Oct. 1. Respond substantively to two classmates' posts by 11:59 PM, Mon., Oct. 5.

> Gorski, P. C., & Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education*. Pp. 84-100. New York: Routledge.

> Select a case that speaks to you from ch. 10 and another one from ch. 11. Answer the questions at the end of each of cases you have selected. Respond to one of your classmate's posts.

Grading Rubric for Thinking Together Assignments

Category	Exceeds/Meets Expectations	Does Not Meet Expectations
Case Study Questions	Questions are answered thoughtfully.	Questions are answered superficially or not completely.
2	1-.5	0
Responses to Classmates' Posts	One or two classmates' posts are commented on substantively, depending on the assignment.	Comments on classmates' posts are superficial or not completed.
1	1-.5	0
TOTAL	3	

Criteria Engaged	Significant	Meets Expectations	Non-substantive
Responses	Response adds to the discussion by identifying important relationships, putting ideas together in some unique way, or offering a critique as a point of discussion.	Response adds to the discussion by clarifying information or showing how it can be applied in a particular situation, but does not break down individual thoughts and ideas to create something new	Response indicates agreement or disagreement with a prior message, but is too general to help move the discussion forward.

	All readings/videos were incorporated into discussion as relates to topic.	or criticize an idea based on new thoughts. Some use made of readings in relation to topic.	Little or no use made of readings.
3	3-2	1	0
Timeliness & APA	3 postings on time All sources cited correctly in APA.	1-2 postings on time Few sources cited correctly in APA.	0-1 postings No sources cited correctly in APA.
2	2	1	0
TOTAL	**5**		

Appendix 2
Critical Reflections

Guidelines
Do not repeat what the authors said, and do not use quotes. Reflections are not reviews. Instead, integrate their work with your own words and understanding. Posted responses should be significant – helping our thinking about the topic and the discussion to move forward.

There is a variety of ways to do this, including;

• Providing concrete examples, perhaps from your own personal/professional experience
• Describing possible consequences or implications
• Using research, class readings and cited studies or lessons from your own experience
• Posing a clarifying question
• Suggesting a different perspective or interpretation
• Synthesizing ideas and pulling in related information from other sources – books, articles, websites, other courses, etc.

Discussion Responsibilities
1. Respect each other's differences and do not make or take it personal.
2. Keep to the issues and not persons.
3. Keep conversations professional regarding other programs and colleagues.
4. Use "I" messages as much as possible when sharing.
5. Ask for understanding of another's perspective if you are unclear.
6. Because the discussion board is text based, use *Netiquette* and check your writing from another person's perspective before posting.
7. Ask for clarification if you feel offended, concerned, or do not understand.

Grading
Your participation score for each reflection will be based on the number and quality of messages you post to that discussion. Three postings per reflection are required; one response to the original posting and two responses to two different colleagues. Discussion reflections will be evaluated in terms of quality as well as number of postings, based on the following scale and examples of significant, moderate and non-substantive responses.

Examples of NON-SUBSTANTIVE Messages
They may indicate agreement or disagreement with a prior message, but they are too general to help move the discussion forward.

Example 1 – "Good idea for assessing whether people know what to do."

Example 1 is a "non-substantive" message because it's simply a compliment to the student that posted the original message. It doesn't move the discussion forward or add anything substantial to the discussion and/or meaning.

Example 2 – "I have to agree. Having a subject matter expert or experienced designer look at the work is of tremendous help. It is so easy to assume things, and leave out steps here and there. It is certainly not as easy as it looks, and I can see where this process makes for a much better learning experience for the participants."

Example 2 is a "non-substantive" message because the student is simply agreeing with a statement made by another student. This message does little to move the discussion forward.

Example 3 – "I disagree with your definition of soft technology. Can you please tell me how you came to that conclusion?"
Example 3 is a "non-substantive" message because, although the student disagrees, she/he doesn't expand on the question by saying why there is disagreement.

Example 4 – "As far as having used behavioral objectives, I've used them to advertise the training and again at the beginning of training in order to explain to employees what they're going to learn. For instance, an example of a behavioral objective in training for managers would be: "At the end of the class, participants will define the steps in the disciplinary process." In describing the behavior, I agree that using action verbs such as define, rather than a verb like understand lets the employee know that he/she will actually be able to do something at the end of the training."

Example 4 is a "moderate" message because the student displays knowledge of behavioral objectives and gives an example.

Example 5 – "As an example, I work with someone who is an instructional designer, yet he's one of the slowest in adapting new elements and methods to our work. My point is that although his background is in the training field, he just couldn't seem to transition and apply that to Web-based training. Perhaps his individual capacity just isn't tailored to developing this type of training application."
Example 5 is a "moderate" message because this student shows comprehension of the definition of the term "capacity," as it's used in Gilbert's Behavioral Engineering Model, and is applying that definition to an example at her work.

Example 6 – "Perhaps the next important thing to consider is: Does the measurement we make (or invent) have meaning? Can it be applied in a useful manner or is it just more information? Can this measurement be used to produce or improve results?"
Example 6 is a "moderate" message because the student is asking questions to move the discussion forward. Notice that the questions in this message are more specific than the question in Example 3. If this student had attempted to answer her own questions by providing some solutions on how to ensure measurement was useful, the posting may have been considered substantial.

Example 7 – "I believe that learning is more effective if we allow learners to create their own behavioral objectives. Like Driscoll, I believe that 'Learners are not empty vessels waiting to be filled, but rather active organisms seeking meaning'. Bearing in mind that we are all products of our own experiences; be it socioeconomic, gender specific, cultural and/or family related, I firmly believe that the learning needs of learners should always be the force, which guides the instructional development process and the crafting of meaningful behavioral

objectives. Therefore, differentiated instruction is of paramount importance if we are to provide meaningful learning environments, which emulate challenge, variety, creativity, and innovation. Consequently, a synergistic blend between Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences must be found if learning is to be truly effective."

Example 7 is a "significant" message because the student is combining ideas learned from various resources into a new thought.

Examples of MODERATE Messages
These messages add to the discussion by clarifying information or showing how it can be applied in a particular situation, but they don't break down individual thoughts and ideas to create something new or criticize an idea based on new thoughts.

Examples of SIGNIFICANT Messages
These messages add to the discussion by identifying important relationships, putting ideas together in some unique way, or offering a critique as a point of discussion.

Example 8 – "I agree with the statement 'learning is generally less effective when only the learners create the objectives', However, I would not wish to lump ALL learners into this category, whether they are intellectually gifted or not. I believe that in much instruction the student is an integral part of defining the objective, especially in skills training, or efficiency of operations. If a company has been producing X product in the same manner for an extended time, it is reasnable to believe that new employees have been trained in that "tried and proven" method of production. However, as times and markets change, production techniques must also change. The student (employee) who is being taught the same "old" method would invariably attempt to modify the technique to increase efficiency of the production. If the student is stifled by being held only to the objectives stated in the training, no improvement will be made and the company will ultimately suffer."

Example 8 is a "significant" message because the student is disagreeing and making a contrary argument, based on an evaluation of the idea expressed in a previous message.

Example 9 – "I'm a Thomas Gilbert fan and I saw a parallel here with Gilbert's Behavioral Engineering Model and what Rossett is calling barriers. Barriers, of course, could include anything, including supervisor resistance (data and incentives), lack of alignment between training and actual work (knowledge), lack of tools (information), and lack of information (data)."
Example 9 is a "significant" message because the student is identifying relationships between ideas presented by Gilbert and Rossett. Another thing to notice here is that messages don't have to be long to be "significant", but they do have to show a level of analysis, synthesis, or evaluation of the material.

A FINAL GUIDELINE FOR POSTINGS: MAKE SURE YOUR COMMENTS ARE CRISP

Considerate. You may have strong views and will want to express those views. That's great. But remember that others may have equally strong views that are the polar opposite of your views. Feel free to question, challenge, or disagree with anything in the discussion, but do so in a respectful, considerate way.

Reflective. An asynchronous discussion may lack the spontaneity of a live discussion. But this can be an advantage. There is more time to think before responding. Take the time to think about the ideas that have been expressed (in the readings and the discussion) from the perspective of your own experience. Then add your own comments and insights.

Interactive. Remember that you're a participant in a discussion and talk with one another. You have learned how to respond to posted messages and how to cut and paste parts of previous messages into your message. Use these methods. The idea is to be interactive, not just active.

Succinct. Get to the point. Short, focused message are usually more effective than long comments.

Pertinent. Comments and questions should be related to the discussion topic. There will be times when you want to talk with someone about something unrelated to the topic. That's fine. Please do that privately at other times. When you enter into a weekly discussion, please remember that this is a professional dialogue related to course content, not a private conversation.

These are the prompts for each Critical Reflection:

Post your **Critical Reflection #1** on BlackBoard by 11:59 PM, Fri. Aug. 28. Respond substantively to two classmates' posts by 11:59 PM, Mon., Aug. 31.

After reading the articles a for this first week and viewing the video, respond in your own words to the following questions. In other words, please paraphrase what the authors said in your own words. Talk about their ideas in relation to your own experience. Use details, examples and citations (per APA) from each of the readings/video to support your responses.

After having read/viewed all of the works for this week:

1. How would you define curriculum?
2. Why are learning contexts important to curriculum?
3. How would you define pedagogy?
4. What do you find inspiring and/or challenging about curriculum and learning contexts?
5. How do you understand Au's (2011) conception of curriculum and learning contexts?

Your initial post will be in APA style, minus the title page and abstract, and it will be **500** words. Write it first in a Word document and use the word count function to get it to the right length.

Post your **Critical Reflection #2** on BlackBoard by 11:59 PM, Fri. Sept. 4. Respond substantively to two classmates' post by 11:59 PM, **Tues., Sept. 8.** (Labor Day change)

1. What is the relationship between curriculum and pedagogy? Lunenberg (2011) suggests that curriculum can be seen as content, learning experiences, behavioral objectives, a plan for instruction, and as something more philosophical. Apple (2004) asks us to consider "Whose knowledge is of the most worth?" Pinar (2004) argues that curriculum is connected to public life and that it must be "a complicated conversation," and Freire (1993) rejects the banking approach to education in favor of the teacher and students in dialogue. Adichie (2009) cautions us about the danger of a single story. Put all of these thinkers in conversation with each other to find answers to the question, what is the relationship between curriculum and pedagogy?

    Your initial post will be in APA style, minus the title page and abstract, and it will be **600** words. Write it first in a Word document and use the word count function to get it to the right length.

Post your **Critical Reflection #3** on BlackBoard by 11:59 PM, Fri. Sept. 11. Respond substantively to on classmate's post by 11:59 PM, Mon.., Sept. 14.

Gay (2002) suggests that there are certain knowledge, attitudes, and skills that teachers need in order to work with students from diverse backgrounds, and Lucas, Villegas, Freedson-Gonzalez (2008) expand on Gay's work to discuss the importance of a linguistically responsive approach to pedagogy. Ladson-Billings (2014) founded the field of culturally responsive pedagogy, and she has seen it flourish into culturally sustaining pedagogy, something she embraces. Kellner (2013) discusses the hidden curriculum and its relation to culturally responsive pedagogy, and Sleeter (2012) considers the ways that culturally responsive pedagogy has been sidelined, and offers some ideas about how to remedy that.

Describe what culturally and linguistically responsive as well as sustaining pedagogy could look like, how it can address the hidden curriculum, and how teachers can keep it from being marginalized.

Your initial post will be in APA style, minus the title page and abstract, and it will be **600** words. Write it first in a Word document and use the word count function to get it to the right length.

Post your **Critical Reflection #4** on BlackBoard by 11:59 PM, Fri. Sept. 18. Respond substantively to on classmate's post by 11:59 PM, Mon.., Sept. 21.

1. Posner & Rudnitsky (2005) suggest that curriculum must have a theoretical framework, be a process that has one or more events, and that while instruction is a process, curriculum is not. Do you agree? Why or why not?
2. Ornstein & Hunkins (2018) discuss a variety of curriculum designs, including those that are subject-centered, learner-centered, and problem-centered. What are the differences among

them? Select your preferred approach from each design (e.g., subject, learner, problem) and explain why the ones you selected appeal to you.
3. According to Darling-Hammond (2008) what are the characteristics of curriculum design that lead to excellence and equity? Do you agree? Why or why not?

Your initial post will be in APA style, minus the title page and abstract, and it will be **600** words. Write it first in a Word document and use the word count function to get it to the right length.

Post your **Critical Reflection #5** on BlackBoard by 11:59 PM, Fri. Sept. 25. Respond substantively to on classmate's post by 11:59 PM, Mon.., Sept. 28.

1. Working from Ornstein & Hunkins' (2018) chapter on curriculum implementatino, compare the three modernist models of curriculum implementation to the post-modernist model, and discuss what factors affect their implementation.
2. Incorporating a Funds of Knowledge Approach (2015) with Cultural-Historical Activity Theory (CHAT) to curriculum, Pacheco (2012) examines the cultural resources that are generated through students' and families' everyday resistances. How could their cultural resources impact curriculum?

Your initial post will be in APA style, minus the title page and abstract, and it will be **400** words. Write it first in a Word document and use the word count function to get it to the right length.

Post your **Critical Reflection #6** on BlackBoard by 11:59 PM, Fri. Oct. 2. Respond substantively to on classmate's post by 11:59 PM, Mon., Oct. 5.

1. Ornstein & Hunkins' (2018) discuss different models of evaluation (assessment), including the scientific/modernist model, the humanistic/postmodernist model, and the action research model. What are the different assumptions behind each approach?
2. What is the hub effect in relation to curriculum mapping (Jacobs, 2004)? What are your thoughts about this approach?

Your initial post will be in APA style, minus the title page and abstract, and it will be **400** words. Write it first in a Word document and use the word count function to get it to the right length.

Critical Reflections Discussion Rubric

Criteria Engaged	Significant	Meets Expectations	Non-substantive
Responsiveness to discussion topic & demonstration of knowledge & understanding from	Response adds to the discussion by identifying important relationships, putting ideas together in some unique way, or	Response adds to the discussion by clarifying information or showing how it can be applied in a particular situation, but does	Response indicates agreement or disagreement with a prior message, but is too general to help

assigned readings/videos	offering a critique as a point of discussion. All readings/videos were incorporated into discussion as relates to topic.	not break down individual thoughts and ideas to create something new or criticize an idea based on new thoughts. Some use made of readings in relation to topic.	move the discussion forward. Little or no use made of readings.
3	3-2	1	0
Timeliness & APA	3 postings on time All sources cited correctly in APA.	1-2 postings on time Few sources cited correctly in APA.	0-1 postings No sources cited correctly in APA.
2	2	1	0
TOTAL	**5**		

Appendix 3
Film Analysis Project
DUE: 11:59 PM, Tues., Sept. 29

Lunenberg (2011) argues that there are many ideas and ways of seeing curriculum. He suggests that we can see curriculum as:

1. Content;
2. Learning experiences;
3. Behavioral objectives
4. A Plan for instruction
5. A nontechnical approach to learning.

Review Lunenberg's essay (from Week 2) and put it in conversation with the 1939 film on progressive education, *1939 School: A Film about Progressive Education* (1939) 24 min.
https://www.youtube.com/watch?v=b7lHva6HAlc
Discuss Lunenberg's categories in relation to the film, and give examples of each component that you see in the film. Include your thoughts on the role of the teacher and the role of students in the film. Who is this educational approach intended for? What approaches to curriculum theory and practice do you see evidenced in this film? Bring in two other theorists work in your discussion of the film. What are the strengths and limitations of this approach today?

Your essay will be 6-8 pages, double spaced.

Grading Rubric Film Analysis Project
17 possible pts.

Category	Exceeds standard	Meets standard	Does not meet standard
Introduction with thesis statement	The introduction provides compelling background on curriculum and includes a clear and eloquent thesis statement.	The introduction provides some background on curriculum and includes a vague or implied thesis statement.	The introduction provides limited background and there is no thesis statement.
1	1	.5	0
Analysis	The author offers a general explanation of the film, followed by specific examples that are tied to Lunenberg's ideas of curriculum as…The author also discusses the role of the teacher and the students.	The author vaguely describes the film and while examples are included, not all of Lunenberg's ideas are connected to the examples. The role of the teacher and the students is mentioned.	The film is not explained. Examples from Lunenberg's essay are connected to the Lunenberg essay in a superficial way. The role of the teacher and the students is not discussed.

7	7-5	4-1	0
Critique	The author discusses who this approach to curriculum is intended for, and what approaches to curriculum theory and practice are depicted in the film. The author brings in the work of two other theorists in this discussion, and offers a clear argument as to the strengths and limitations of this approach today.	Little mention is made about who this approach is intended for. The author discusses the approaches to curriculum theory and practice in a superficial way. The work of two other theorists are not well integrated. The strengths and limitations of this approach are mentioned indirectly.	The author doesn't discuss who this approach is intended for, and doesn't address the strengths and weaknesses of the approach.
6	6-4	3-1	0
Conclusion	The author clearly summarizes what they did in their paper.	The author summarizes the paper, but it is vague.	The paper ends abruptly.
1	1	.5	0
References	References follow APA format.	Most of the references follow APA format, but there are inconsistencies.	APA format is not used.
1	1	.5	0
Mechanics	The paper is clearly written and edited and follows APA style throughout.	The paper is clearly written but there are a few editing and APA style errors.	The paper has significant errors that impact meaning.
1	1	.5	0
TOTAL	**17**		

Appendix 4
Final Curriculum Project
Assignment Instructions, Guidelines & Rubric (35 possible pts.)
DUE: 11:59 PM, Fri. Oct. 9

This assignment is meant to serve your individual needs and should reflect your personal and professional interests in diverse learning contexts, curriculum, and pedagogy. You will design the lesson plan for a curriculum unit. Select the topic and the TEKS you plan to use that are appropriate for the grade-level and discipline you have chosen.

These are resources that will help you with this final project:

1. What is a lesson hook?

   https://theonlinepd.wordpress.com/p-3-lesson-planning/creating-a-strong-hook/

2. What is multimodal engagement?

   https://www.prodigygame.com/main-en/blog/multimodal-learning

3. What is differentiated learning?

   https://freedomtoteach.collins.co.uk/10-top-tips-for-differentiation/

4. What are the Texas Essential Knowledge and Skills (TEKS)?

   https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills

5. What is academic language?

   https://www.colorincolorado.org/sites/default/files/Academic-Language-PPT.pdf

6. What are Bloom's Taxonomy terms?

   https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf

7. What are formative and summative assessments?

   https://www.cmu.edu/teaching/assessment/basics/formative-summative.html

Carefully review the directions in red below, before you start. You will copy this form into a Word document and complete your unit lesson plan in this chart.

Final Unit Lesson Plan Assignment for TED 5301

Designed by:

OVERVIEW/FRAMING	
1. THIS LESSON IS PART OF A LEARNING SEGMENT ON: *What is the overarching theme of the group of lessons that this specific lesion belongs to?*	*A learning segment is 3-5 lessons done over the course of a week or two that are tied together by a common, overarching theme. List what the common, overarching theme is between all the lessons in the learning segment and what number (for example, Lesson 4 out of 5) that this lesson would take place in the sequence of the learning segment.*
2. SPECIFIC SUB-TOPIC-- BIG IDEAS/QUESTIONS *What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?*	*What specific question does this activity mean to allow learners to answer? Good big questions are open-ended, non-judgmental, meaningful and purposeful to the learners' lives. Put the question in simple, elementary language (like a learner would use…. that this activity would lead them to the answer).* *"The general topic of this lesion is "XXXXX".* *"At the end of the lesson, the learners will be able to answer the question: XXXXX?" (NO more than 1-3 major questions to be answered)*
3.CONTENT AREA: *Which content area will be specifically addressed in this activity as denoted by the TEKs*	*List only **ONE** of the following (even if more than one content area is touched upon in the activity): English Language Arts and Reading; Mathematics; Science; Social Studies; Languages other than English; Health Education; Physical Education; Art; Music, Theater; or Technology Applications*

KNOWING THE LEARNERS	
4.GRADE LEVEL/AGE RANGE:	*List the grade level/ age range here*
5.CURRENT DEVELOPMENT: *What do you know about the current growth of learners in this age range for the content focus?*	*Provide Details for BOTH:* 1. Related to the content focus, describe what the learners already know, what they can do and what they still need improvement on OR Given the grade level, what would you expect them to know (what prior knowledge, skills and/or abilities would it be safe to assume they have) 2. Explain how the topic and related activity is developmentally appropriate given your general knowledge of the age range/grade and your specific knowledge of the intended students.
What initial misunderstandings might learners in this age have about the topic/content and how do you plan to address this?	*Provide Details for BOTH:* 1. What incorrect thinking related to the topic/content focus might you expect learners have? If it is reasonable to expect none, then state none. 2. How are you explicitly going to account for these possible misinformation/misperceptions in some way during part(s) of the activity? Be specific.

6.SOCIOCULTURAL CONTEXT: *What do you know about this group of learners in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?*	*Provide Details for BOTH:* 1. *Provide a detailed description of their sociocultural background—community/everyday experiences, cultural and language practices and current/general interests. If you are a pre-service teacher, create a description of the sociocultural context; if you are an in-service teacher, use one of your classes.* 2. *Explain how the topic and related activity are culturally relevant given your knowledge of the sociocultural background of the specific intended students.*

MATERIALS & LEARNING ENVIRONMENT	
7.MATERIALS *What, if any, materials, including set-up and clean-up, will be needed?*	*List **ALL** materials, including any used during the launch/reflection and clean-up. If there are texts involved, include the complete APA references.*
8.LEARNING ENVIRONMENT MODIFICATIONS	*What, if any, modifications will you need to make to the classroom (seating, room arrangement, rules/daily schedule)? If none are needed, state none.*
9.PRIOR EVENTS/RESOURCES	*What events or resources, including people, might you need to arrange in advance of conducting the lesson? If none, then state none.*

THE LEARNING EXPERIENCE	
10.SPARK/LAUNCH/INTRO *What will you say or do to first engage the learners in this experience?*	*What will you do to start the activity? Give details about the "hook" you will use to get the learners excited/ anxious to participate in the lesson.* *What will you do to initially define specific vocabulary, concepts, or procedures….describe how you would introduce them. BE specific (for instance, if you start by reading a book, then name the book and author*
11.Launch Formative /Informal Assessment	*Explain your plan to capture data about where the learners are regarding the content focus/topic/vocabulary at this point…. indicate the EXACT questions/framework for initial discussion of the book/topic/ lesson question, explain exactly how you will engage the learners to find out their initial knowledge about topic idea/TEKs and the target vocabulary.* *Explain what the learners will say/do and what information this will provide you.*
12.ACTIVITY *What will the learners be doing? List the procedure step-by-step. What will you say or do to support their process during the activity?*	*During the activity, the learners will be….* 1. *List exactly what the learners will do with as many number steps as needed* 2. 3……. *During the activity, the teacher will….* 1. *List a minimum of three: questions you will ask to deepen thinking and/or concrete support you will intentionally provide to help learners use/explore the target vocabulary words and perform actions necessary to achieve the cognitive & language/literacy growth & learning objectives*

	2. 3.
13.REFLECTION *As the activity wraps up, what opportunities will you offer the learners to respond to and reflect on this activity?*	*To prompt reflection, at the end the teacher will ask/do:* *1. List at least three questions you will ask or actions to do at the end of the activity (once it is over/before clean-up) to get learners to reflect on and critically think about the activity and related TEKs/vocabulary words.* *2.* *3.*
14.MULTIMODAL ENGAGEMENT *What ways does this activity offers opportunities to use multiple senses? (Sight, Hearing, Taste, Touch, Smell, Kinesthetic)*	*This activity will allow learners to be engaged by:* *1. Identify **AND** explain the ways that this activity offers opportunities to use at least three senses (Sight, Hearing, Taste, Touch, Smell, Kinesthetic [touch/movement]). Do NOT just list the sense—explain specifically how the sense is used during the activity in some way.* *2.* *3.*
15.DIFFERENTIATION *How will you modify this activity for learners with different styles and needs?*	*How will you modify this activity for the lowest performing group of learners/those struggling in the content area? How will you modify this activity for the highest performing group of learners/those ahead in this content area?* *For all learners with different styles and needs (whether based on formal IEP or your specific knowledge of each learner) where some adaptation to the activity is, or may be, required for involvement/successful completion by that learner, explain in detail what you will do to adapt the activity – and why-- so the learner can be optimally engaged/involved. Be specific.*

GROWTH AND LEARNING OBJECTIVES

How will this learning experience support the learners' growth and learning be in the following domains?

16. TEKS Standard	*Name **ONE** specific TEKS for the content area/grade level that the learners will be working on in this activity that you will assess. [include the TEKS number and FULL description].* *More TEKs may be covered during the activity—**ONLY PICK and LIST ONE!***
17. Central Focus	Learners will *[Insert a Blooms Taxonomy Action verb] [insert specific & measurable behavior]* *Specific & Measurable = I can look at this objective and answer "yes this learner did this behavior or no the learner did not do this behavior"* *This learning objective should DIRECTLY address the Content/TEKS you identified above. Basically, you are re-wording the TEKS (as little as possible) to make it into a behavioral objective and to be sure it is specific and measurable. Be sure that whatever Bloom's verb used is a behavior the learners can actually show during the activity.*
18. Academic Language	1. Language Function: *The first behavior objective for language/literacy should be language-function focused. The Language Function is the purpose for which language will be used (as represented by a chosen Bloom's Verb).* Learners will *[Insert a Blooms Taxonomy Action verb] [insert specific & measurable behavior]* *Suggested Language Function Bloom's Verbs (use one of these): analyze, categorize, compare/contrast, describe, explain, predict, retell, summarize* *This behavior verb MUST be able to be shown by the learners during the activity… note it can be part of the launch or reflection!* --- 2. Discourse or Syntax: *This second behavior objective for language/literacy should be academic discourse or syntax focused. ACADEMIC DISCOURSE is how people in the content-focus/discipline: talk, write, use symbols and participate in knowledge construction using the structures of written and oral language. SYNTAX are the rules for organizing words or symbols together into phrases, clauses, sentences or visual representations. One of the main jobs of syntax is to organize language in order to convey meaning.* Learners will *[Insert a Blooms Taxonomy Action verb] [insert specific & measurable behavior]* *Suggested Language Discourse Bloom's Verbs: create, design, compose, construct, interpret, formulate, generate, write, illustrate, tell, argue, justify … {also see others in synthesis section of Bloom's}* *This behavior verb MUST be able to be shown by the learners during the activity… note it can be part of the launch or reflection!* --- 3. Target vocabulary words: *List 3-5 words that will be used, defined and engaged with during the activity that are critical to content focus discipline and the chosen TEKs* *Focus should be on these types of vocabulary: words that may have a different meaning than everyday life when used in a specific content focus or specific/topic related words or symbols that are subject-specific in the content focus.*

AUTHENTIC ASSESSMENT	

19.PERFORMANCE-BASED FORMAL/SUMMATIVE EVALUATION
 	
How will you determine whether or not the learners are getting the Big Ideas and/or know the answer to the Sub-topic Question?
 	
How will you determine if the learners have gain knowledge/skill related to your chosen TEKS?
	General:
	*State an <u>explicit plan</u> that outlines what will you do after the END of the lesson (after you have finished, reflected and cleaned up) to find out if the learners met <u>**ALL**</u> of your Growth & Learning Objectives. Give specific details of how you will find out, and what criteria will be used, to determine what learners know as a result of the lesson regarding the topic and content-focus (generally) and identified TEKS (specifically)… You need to:*
	
	   1. describe what the assessment is exactly
	   2. describe how the learners' behavior will be judged as to what they now know/can do
	   3. explain how the assessment will provide the teacher evidence about **ALL** of the learning objectives (both central focus/TEKS objective and academic language objectives) and can be used to inform the next teaching interaction
	
	*Remember that learning is LATENT, so you need to assess them in a <u>**performance, behavior, ACTION-based way!**</u> (This may be a guided conversation (open or book-based), a group or individual project, a show-and-tell, a collection of student work samples, etc…) Just like for the activity itself, think multimodal and engaging for the assessment…..it does not have to mean test or exam!*
	
	Differentiated Assessment: *For EACH identified learner identified with a special learning need, explain if (and what) adaptation would be needed to the general assessment plan for that learner so that they could be evaluated and be able to show their learning from the lesson.*

Grading Rubric for Final Curriculum Artifact Analysis Project

35 Possible Pts.

Category	Exceeds/Meets Expectations	Does Not Meet Expectations
1.This lesson is part of a learning segment on:	All of the components are addressed clearly.	Some of the components are missing or not well explained.
1	1-.5	0
2.Specific sub-topic: Big ideas/questions	1-3 major questions are addressed.	Too few or too many questions are included.
2	2-1	0
3.Content Area	One content area is addressed as the specific one.	Too many content areas are indicated.
1	1-.5	0
4.Grade Level/Age Range	The grade level and age range are clearly stated.	The grade level and age range are not stated.
1	1-.5	0
5.Current Development		
current growth	Questions 1 & 2 are thoroughly addressed.	The two questions are not answered.
2	1	0
Misunderstandings	Questions 1 & 2 are thoroughly addressed.	The two questions are not answered.
2	1	0
6. Sociocultural Contexts		
	There is a detailed description of the sociocultural background of the learners.	There is limited information about the learners.
2	1	0
	There is a detailed explanation of how the topic and activity are culturally relevant.	The topic and activity are not culturally relevant.
2	1	0
7.Materials	All materials are listed and APA references are used, when appropriate.	Only a few of the materials are listed.
1	1-.5	0
8.Learning Environment Modifications	Modifications are clearly explained, or none are needed.	This is not addressed.
1	1-.5	0

9.Prior events/resources	Prior events/resources are clearly explained. If none are needed, state that fact.	This is not addressed.
1	1-.5	0
10.Spark/Launch/Intro	There is a well-detailed description of how the lesson will be introduced, with materials listed in APA style.	The lesson introduction is assumed and not well-described.
1	1-.5	0
11. Launch formative/Informal assessment	The informal assessment plan is clear and appropriate.	The plan for informal assessment is murky and not do-able.
2	1	0
12.Activity		
Learners	What the learners will do in this activity is well described in a numbered list. The list is extensive.	The list of what learners will do is too general.
4	4-2	1-0
Teacher	The questions you will ask deepen thinking, intentionally explore target vocabulary, and support the learners' cognitive, language, & learning objectives.	The questions do not deepen thinking, intentionally explore target vocabulary, and they do not support the learners' cognitive, language, & learning objectives.
4	4-2	1-0
13.Reflecton	Three questions you will ask at the end of the activity are clearly stated and will lead to critical reflection. They are also related to the TEKS/vocabulary words.	Three questions you will ask at the end of the activity do not lead to critical reflecton and the TEKS/vocabulary words are not incorporated.
1	1-.5	0
14.Multimodal engagement	The opportunities for multimodal engagement are identified and clearly explained.	The opportunities for multimodal engagement are neither identified nor explained.
1	1-.5	0
15.Differentiation	Detailed plans for how to modify the lesson for: 1. struggling learners; 2. high-performing learners; 3. learners with IEPs are clearly explained.	The plans are not detailed and are not explained for members of all three groups.
3	3-2	1-0

16.TEKS Standard	One specific TEKS is addressed for the content area and grade level with the number and full description.	Too many TEKS are included.
1	1-.5	0
17.Central Focus	The objective is explained with measurable Bloom's Taxonomy verbs and the objective is directly tied to the TEKS.	The Bloom's Taxonomy verbs are not behaviors that learners will show during the activity.
1	1-.5	0
18.Academic language		
Language function	The language function objective uses the appropriate Bloom's Taxonomy verb and is something that can be shown by the learners in the activity.	The language function objective uses a Bloom's Taxonomy verb that cannot be shown by the learners in the activity.
1	1-.5	0
Syntax	The syntax objective uses the appropriate Bloom's Taxonomy verb and is something that can be shown by the learners in the activity.	The syntax objective uses a Bloom's Taxonomy verb that cannot be shown by the learners in the activity.
1	1-.5	0
Vocabulary	3-5 target vocabulary words used in academic language are listed, used, and defined.	The vocabulary words used are not academic language.
1	1-.5	0
19.Performance-based formal/summative evaluation		
	The assessment is clearly described, both for the learners and for you. All of the learning objectives are included and the assessment is action-based.	The assessment is unclear, not action-based, and does not include all of the objectives.
1	1-.5	0
Differentiated assessment	A clear assessment for each learner with an IEP is included.	The assessments for learners with IEPs is not well articulated.
1	1-.5	0
TOTAL	**35**	