



Fall 2024

SCED 5326: Curriculum in Secondary Schools, CRN#: 13897

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COURSE DESCRIPTION/ SYLLABUS

Overview

The goal of SCED 5326 is to provide secondary educators with understandings of curriculum and instruction in contexts of a diverse society. An emphasis will be placed on interdisciplinary and real world curriculum. Course participants will practice reflective and critical thinking to contemplate their roles as curriculum providers in educational systems.

Online Format

This is a fully online course. The use of the Blackboard platform allows flexibility for the student. Peer-to-peer and peer-instructor interaction are still vital course components. On-time submission of course assignments is a requirement. Office hours, by appointment via Zoom.

Program Goals

The program seeks to develop knowledge in important need areas with particular relevance for urban education, the southwest border region, Texas, and beyond. Graduates will be knowledgeable about implications of shifting demographics and cross-cultural teaching and learning. Graduates will also be prepared to:

- understand research and methodologies that examine curriculum and instruction;
- design innovative instructional strategies to promote the cognitive and social development of all learners;
- expand on the existing pedagogical knowledge base about learners from linguistically and culturally diverse backgrounds;
- utilize effective and innovative educational research and evaluation designs and processes;

Student Learning Objectives (SLOs)

Upon completion of SCED 5326, students who successfully complete the course are able to do the following:

Learning Outcomes	Assessments
Illustrate and evaluate the key tenets of curriculum	Quizzes, student presentation, and interdisciplinary lessons
Integrate theory into effective teaching strategies	Discussions, reflections, student presentation, and interdisciplinary lessons
Select, develop, and incorporate appropriate cognitive and affective objectives	Discussions, reflections, student presentation, and interdisciplinary lessons
Design learning experiences and materials for the enrichment of quality curriculum, including the effective use of technology	Discussions, reflections, and interdisciplinary lessons
Align culturally relevant instructional approaches to state and national standards	Discussions, reflections, and interdisciplinary lessons
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	Student presentation and interdisciplinary lessons

Alignment with Teaching Standards

- National Educational Technology Standards for Educators, ISTE (International Society for Technology in Education): [Link](#)
- National Educational Technology Standards for Students, ISTE (International Society for Technology in Education): [Link](#)
- Texas Essential Knowledge and Skills for Technology Applications: [Link](#)
- Texas Essential Knowledge and Skills (TEKS): [Link](#)
- English Language Proficiency Standards (ELPS): [Link](#)

Requirements

- Required text—McTighe, J. & Wiggins, G. (2013). *Essential questions: Opening doors to student understanding*. Alexandria, VA: ASCD. [Instructions for free access.](#)
- Additional course readings and media—listed in sequence and references.

Course Evaluation/Grading

Category	Number of assignments	Points per assignment	Overall Percentage of grade for category
Quizzes (5-8 questions, up to 3 attempts)	7	10	14%
Discussions & ILP Drafts	3	15	10%
Journal Reflections	2	25	10%
Video Reflection	1	50	10%
Essential Questions Presentation	1	85	16%
Midterm: Interdisciplinary Lesson Plan	1	100	20%
Final: Interdisciplinary Lesson Plan	1	100	20%
Totals	16	(500)	100%

Final grades will be based upon the following scale:

A= 90-100%, B= 80-89%, C= 70-79%, D= 60-69%, F= 59% and below

Evaluation Standards

Students who complete each assignment should not assume that full credit is given. Rubrics for each assignment are provided. The quality, more than the quantity of the assignment, is the most important consideration for grading purposes. Included in the quality of the assignments are such attributes such as organization, correct citation (APA), spelling, grammar, and critical thinking (well-supported, with examples). In addition, late assignments are generally not accepted. If additional time is needed due to extenuating circumstances, please contact your instructor via email BEFORE the due date.

Sequence and Assignments

What is Curriculum?	
Week 1	0826-0901
Read	<ul style="list-style-type: none"> ● Gamson, D., Eckert, S. & Anderson, J. (2019, February 25). Standards, instructional objectives, and curriculum design: A complex relationship. <i>Kappan Online</i>. ● McTighe, J. & Wiggins, G. (2013); Chapter 1, What makes a question essential?
Watch	<ul style="list-style-type: none"> ● The "opportunity gap" in US public education -- and how to close it (8 minutes)
Reflect	<ul style="list-style-type: none"> ● Quiz: Chapter 1 McTighe, J. & Wiggins, G. (2013) ● Post Discussion 1 and reply to 2 posts
Approaches to Curriculum	
Week 2	0902-0908 (0902 no classes)
Read	<ul style="list-style-type: none"> ● McTighe, J. & Wiggins, G. (2013); Chapter 2, Why use essential questions?
Watch	<ul style="list-style-type: none"> ● Teach teachers how to create magic (7 minutes)
Reflect	<ul style="list-style-type: none"> ● Quiz: Chapter 2 McTighe, J. & Wiggins, G. (2013)
Week 3	0909-0915
Read	<ul style="list-style-type: none"> ● Pratt, A. (2022). Teaching curriculum theory as a Baradian apparatus. <i>Educational Philosophy and Theory</i>, 54(12), 2029-2042. https://doi.org/10.1080/00131857.2021.1972415
Watch	<ul style="list-style-type: none"> ● Martinez-Cabrera, A. (2024). <i>How new laws are affecting public education</i> [Video]. Youtube, The Texas Tribune. This can be “watched” with audio only, start at minute 19.
Reflect	<p>Leading questions as you read and watch: How do Pratt's five theories of curriculum relate to the discussions held by the Texas Tribune panel? Are there shared concepts between the panel's deliberations and these theories, or do they present conflicting ideas about curriculum development? Identify examples or counterexamples of interactions within these discussions. Additionally, consider the potential implications of Pratt's conclusions for designing curriculum as a Baradian apparatus.</p> <ul style="list-style-type: none"> ● Journal Reflection 1

Curriculum Implementation and Instruction	
Week 4	0916-0922
Read	<ul style="list-style-type: none"> ● McTighe, J. & Wiggins, G. (2013); Chapter 3, How do we design EQ?
Watch	<ul style="list-style-type: none"> ● Pedro Noguera: Education in Changing Contexts (1 hour, 22 minutes), this can be “watched” with audio only. Dr. Noguera will make educators think. While listening/watching, think about what critical ideas resonate with you, this is what you will write about in your reflection.
Reflect	<ul style="list-style-type: none"> ● Quiz: Chapter 3 McTighe, J. & Wiggins, G. (2013) ● Video Reflection 1
Week 5	0923-0929
Read	<ul style="list-style-type: none"> ● Pages 1-20. Kohl, H. (1994). “I won’t learn from you.” The New Press. ● Gay, G. (2013). Teaching to and through cultural diversity, curriculum inquiry. Wiley Periodicals, 43(1), 48– 70.
Reflect	<ul style="list-style-type: none"> ● Journal Reflection 2 ● Work on Interdisciplinary Lesson 1
Curriculum Technology	
Week 6	0930-1006
Read	<ul style="list-style-type: none"> ● McTighe, J. & Wiggins, G. (2013); Chapter 4, How do we use EQ? ● Rohan, C. & Duzan, C. (2022). ‘<i>Learning Technology in the Secondary Classroom</i>’, in <i>Learning Technologies and User Interaction</i>. 1st edition [Online]. Routledge. pp. 179–191. (Chapter 9 only) ● Review the ISTE standards which will be a required component for the Interdisciplinary Lessons
Reflect	<ul style="list-style-type: none"> ● Quiz: Chapter 4 McTighe, J. & Wiggins, G. (2013) ● Interdisciplinary Lesson 1 draft DUE 10/06
Curriculum Evaluation and Assessment of Learning	
Week 7	1007-1013
Read	<ul style="list-style-type: none"> ● Hammon-Darling, L. & McClosky, L. (2008). Assessment for learning around the world: What would it mean to be internationally competitive? <i>Phi Delta Kappan</i>, 10(9), 263– 272. ● McTighe, J. & Wiggins, G. (2013); Chapter 5, How do we address implementation challenges and special cases?
Reflect	<ul style="list-style-type: none"> ● Quiz: Chapter 5 McTighe, J. & Wiggins, G. (2013)

	<ul style="list-style-type: none"> Use feedback to craft your final copy of Interdisciplinary Lesson 1 due 10/20
High School Curriculum	
Week 8	1014-1020
Read	<ul style="list-style-type: none"> McTighe, J. & Wiggins, G. (2013); Chapter 6, How do we establish a culture of inquiry in classrooms?
Watch	<ul style="list-style-type: none"> Cornwell, K., Dueck, M., Staniski, S., & Devries, M. (2015). Smarter assessment in the secondary classroom [Video]. Association for Supervision and Curriculum Development. ASCD (2015). The Differentiated Classroom: Responding to the Needs of Secondary Learners [Video]. Association for Supervision and Curriculum Development.
Reflect	<ul style="list-style-type: none"> Quiz: Chapter 6 McTighe, J. & Wiggins, G. (2013) Midterm: Interdisciplinary Lesson final copy DUE 1020
Special Topics	
Week 9	1021-1027 midterm grades due 1023
Read	<ul style="list-style-type: none"> McTighe, J. & Wiggins, G. (2013); Chapter 7, How do we use essential questions beyond the classroom?
Watch	<ul style="list-style-type: none"> Equity: Pedro Noguera on PBL & Equity (45 minutes) Family Engagement: How families will transform our broken school system Veronica Crespin-Palmer (12 minutes)
Reflect	<ul style="list-style-type: none"> Quiz: Chapter 7 McTighe, J. & Wiggins, G. (2013) Discussion 2 and reply to 2 posts
Application Continues	
Week 10	1028-1103
Work on Essential Questions Presentation	
Week 11	1104-1110
Essential Questions presentation DUE 11/10	
Week 12	1111-1117
Work on Interdisciplinary Lesson 2 draft, upload for peer review by 11/17	

Week 13	1118-1124
Read about Critical Friends. Work on Interdisciplinary Lesson 2 peer review, provide peer review as a critical friend for two classmates through BB assignments by 11/24. This will be graded for completion, no rubric.	
Week 14	partial week 1125-1127
Use peer feedback to edit final copy of your Interdisciplinary Lesson	
Week 15	1202-1205 dead day 1206
Final Exam: Interdisciplinary Lesson 2 final copy DUE on 12/05, please email instructor by 12/02 if more time is required	
Week 16	1209-1213 Final Exams

UTEP Policies

Academic honesty: Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Sanctions can include, but are not limited to failing grades on the work in question, failing grades in the course, probation, suspension, or dismissal from UTEP.

Students with Disabilities: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services 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 Disabled Student Services. You may call 915.747.5148 or email ADAAdvisoryCommittee@utep.edu for general information about the Americans with Disabilities Act (ADA).

Additional: Members of the university community are not to discriminate on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or by email eoaa@utep.edu.

References

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