

SCED 3311 - Spring 2026 – CRN 20915

Curriculum Planning in Secondary Schools - Hybrid

Obstacles are those frightful things you see when you take your eyes off your goal.
- Henry Ford

Instructor: Dr. William H. Robertson
Phone: 747-6426
Office: Education Building, Room 807
Email: robertson@utep.edu
Office hours: Tuesdays 12:00 - 1:30 PM & Wednesdays 9:30 - 11:30 AM

Course Books:

- Robertson, W.H. (2014). *Action science: Relevant teaching and active learning*, Corwin Publishers, Thousands Oaks, CA. - ISBN #978-1452256566 (paperback).
- Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: ASCD. ISBN # 9780131950849 (paperback).

Course Description

This course is designed for the prospective secondary teacher, and it is based on the conceptual framework of the College of Education. You will be asked to locate yourselves within the educational context of teaching and learning. We will examine the possibilities that exist within educational reform and the implications for teachers and students who want to teach in a secondary school setting. You will have the opportunity to begin a process of reflection and growth that will help create meaningful learning experiences for you and your students. Also, you will make connections between curriculum theory and practice.

Overview

This course meets in a **Hybrid** Format (50% face-to-face or F2F, 50% online. It is intended to help students in a pre-service teacher role to develop experience and skills in effective pedagogy, curriculum development and content-based classroom instruction. The class will be hybrid with 50% face-to-face (F2F) and 50% online in Blackboard through the University of Texas at El Paso. The course can be accessed through the My UTEP Web Site (<http://my.utep.edu>) and will be conducted as a hybrid class. All class assignments for the semester will be delivered and received in Blackboard. Be sure to read all the assigned class materials thoroughly and to

continually consult the course schedule in order to keep up on all information associated with this hybrid class.

Primarily, you will use discussions, quizzes and assignments for turning in material to be graded. An overview of these tools is provided in the class syllabus. Additionally, I would also suggest that you begin to understand the differences between Synchronous and Asynchronous technology tools. Synchronous tools are those that you use in real time, such as chat, instant messaging, telephone conversations or talking to someone face to face. Asynchronous tools are those that have a delay in the delivery of some content and the reception of that content by another person. Tools that fit this are email, discussion boards, quizzes, and assignments in Blackboard Learn, as well as phone messages left on an answering machine.

You will need to examine and understand the environment of your class in Blackboard and the location of all class material. It is recommended that you log in with great regularity in Blackboard to look for email announcement, new content of changes that may come throughout the semester. It is recommended that you try and log into the course at least once a day to make sure you do not miss any important announcements, which will be posted regularly.

Goals

We will address factors that support meaningful growth and progress intended to guide you on an inner journey towards personal transformation. Our classroom community will develop a process that will allow us to explore "who we are, what assumptions we hold as true, how and what we teach, how we organize ourselves, and what barriers prevent us from creating authentic learning environments" (Crowell, Caine & Caine, 1998).

Field-based education courses are presented as an integrated whole with many overlaps within and between semesters. It is expected that you participate, reflect and process your encounters and that you begin to accept, reject and modify beliefs that will guide your teaching practice.

Objectives

All pre-service teachers will become more effective in the following areas:

- Creating and implementing a lesson plan
- Written and oral communication
- Use of technology including Blackboard
- Critical reading of texts and Web sites
- Writing reflectively about teaching, learning, and schooling
- Becoming proficient in the curriculum design process

- Addressing the Texas Essential Knowledge and Skills (TEKS) for your grade level
- Addressing the domains and competencies that will prepare you for TExES

Texas Examination of Educator Standards

Class activities and assignments use the best practice methods that support the competencies from the Texas Examination of Educator Standards (TExES). Discussions will focus on how the lesson/activity/assignment addresses the competencies that support best practice while also providing pre-service teachers insight into questions that may appear on TExES. This resource is available at the following URL:

https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

TExES Secondary and All Levels Professional Development Standards

- **Standard 1:** Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
- **Standard 2:** Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
- **Standard 3:** Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
- **Standard 4:** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
- **Standard 5:** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
- **Standard 6:** Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Course Requirements

- Class Participation (10% of course grade): It is expected that all students will be actively and professionally engaged in class discussion and activities. Successful completion of the course depends on regular participation and interaction in online learning experiences.
- Written Responses (50% of course grade): Discussions, assignments and quizzes document your reflective thinking and learning. These must be submitted by the due date in Blackboard. Each student is expected to complete all readings, exercises, discussion and written assignments. Students missing the due date for an assignment must make immediate arrangements with the instructor to fulfill that requirement before the next weekly session.
- Written and oral reports: (35% of course grade): Presentation and analysis of a series of integrated, constructivist lessons. You will develop and implement a series of lessons using the Learning Cycle design and analyzed using the lesson study approach. These lessons will demonstrate good curriculum practices and integrate sound pedagogical techniques and educational philosophies. You will also be expected to model these techniques through video presentations and curriculum design. Written work is expected to be submitted on the due date assigned and in proper written format. This will also include both your midterm and final projects.
- Community Outreach Activity (5% of course grade): Students will participate in and provide a 2-3 page reflection paper on a community outreach activity. This activity can focus on any of the following areas: parenting, communicating, volunteering, learning at home, decision making and collaborating within the community.
- Internship Observations: You are required to participate in 10 hours of classroom observation outside of the time set aside for this class. This is a requirement for the field-based teacher education programs and should be done in order to inform you as to best practices of teachers in both inside and outside of your field. You will turn in your signed observation record to the instructor and a 1-page reflection by the at the end of the semester.

Grading Criteria

The course will be assessed based on the following criteria:

Activity	Percentage of Grade
Quizzes/Discussions/Assignments	50%
Mid-Term & Final Projects	35%
Participation	10%
Community Outreach	5%
Total	100%

A: 90% - 100%, B: 80% - 89%, C: 70%-79%, D: 60%-69%, F: <60%

Class Schedule

For this hybrid class, face-to-face (F2F) classes will be on Tuesdays from 9:00 to 11:50 am in room 405 of the College of Education and online asynchronous class session during the spring 2026 semester as indicated in the below schedule. The class will be a combination of lecture, guided instruction, classroom discussion, content exercises, and project development. Every class module is vital to your development in the area of secondary curriculum development within your content area. It is the students' responsibility to meet all deadlines for each weekly session and to complete all assignments and readings as well.

Dates	Topics	Online Assignments	Readings
Week 1 – F2F January 20	Icebreakers Introductions and Class Overview Syllabus Review and Blackboard overview	Use of Blackboard at UTEP for Class materials Discussion 1 - Introductions	Read Chapter 1 of <i>Action science: Relevant teaching and active learning</i>
Week 2 - ONL January 27	Concept Mapping TEKS Activity	Quiz 1 - Syllabus and Class Procedures	Read Chapter 2 of <i>Action science: Relevant teaching and active learning</i>
Week 3 – F2F February 3	Constructivism Small Group discussion strategies	Assignment 1 – Future Teaching	Read Chapter 3 of <i>Action science: Relevant teaching and active learning</i>
Week 4 – F2F February 10	Constructivism (5Es) Liberating Structures Observation Protocol	Discussion 2 - TExES Standard 1	Read Chapter 4 of <i>Action science: Relevant teaching and active learning</i>

Dates	Topics	Online Assignments	Readings
Week 5 – ONL February 17	Pedagogy and School Cultures Backward Planning Approach	Assignment 2 – Metaphor For Teaching	Read Chapter 5 of <i>Action science: Relevant teaching and active learning</i>
Week 6 – F2F February 24	Assessment Overview Constructivist Classrooms Mid-Term Rubrics	Quiz 2 – Constructivist Classrooms	Read Chapter 6 of <i>Action science: Relevant teaching and active learning</i>
Week 7 – ONL March 3	Mid-Term Project Preparations Video as Content	Discussion 3 – TExES Standard 3 Mid-Term Project Preparation	Read Chapter 7 of <i>Action science: Relevant teaching and active learning</i>
Week 8 – F2F March 10	Mid-Term Product and Presentation	Mid-Term Product and Presentation	Read Chapter 8 of <i>Action science: Relevant teaching and active learning</i>
Spring Break	Spring Break – March 16-20 – No Class Sessions	Spring Break – March 16-20 – No Class Sessions	Spring Break – March 16-20 – No Class Sessions
Week 9 – F2F March 24	Tests and Standards Learning Environments Cultural Portrait	Discussion 4 - TExES Standard 4	Chapters 1-2 of <i>Understanding by Design</i>

Dates	Topics	Online Assignments	Readings
Week 10 - ONL March 31	Classroom Observations Learning Strategies	Assignment 3 – Cultural Portrait	Chapters 3-4 of <i>Understanding by Design</i>
Week 11 – F2F April 7	Six Facets of Understanding Review of Design Cycle	Discussion 5 - TEXES Standard 5	Chapters 5-6 of <i>Understanding by Design</i>
Week 12 - ONL April 14	Assessment in 6 Facets Critical Thinking Curriculum Model	Assignment 4 – Bloom’s Taxonomy Vs. The 6 Facets of Understanding	Chapters 7-8 of <i>Understanding by Design</i>
Week 13 – F2F April 21	Thematic Approaches to Curriculum Development Go over assignment criteria and rubric for Final Exam.	Quiz 3 – Understanding by Design	Chapters 9-10 of <i>Understanding by Design</i>
Week 14 - ONL April 28	Classroom Observations Value of Community-based and informal education	Community Outreach	Chapters 11 of <i>Understanding by Design</i>
Week 15 – F2F May 5	Final Project and Presentation	Final Project and Presentation	

**** You must submit all your course assignments in Blackboard by the assigned dates and times. Work will only be accepted through this method and Blackboard should be utilized effectively in order to receive full credit for class assignments. ****

SCED 3311 Activities – Due Dates – Spring 2026

Online Activity	Date Open	Date Due - Closed
Discussion 1	January 20 at 7:00 AM	January 27 at 11:59 PM
Quiz 1	January 27 at 7:00 AM	February 3 at 11:59 PM
Assignment 1	February 3 at 7:00 AM	February 10 at 11:59 PM
Discussion 2	February 10 at 7:00 AM	February 17 at 11:59 PM
Assignment 2	February 17 at 7:00 AM	February 24 at 11:59 PM
Quiz 2	February 24 at 7:00 AM	March 3 at 11:59 PM
Discussion 3	March 3 at 7:00 AM	March 10 at 11:59 PM
Mid-Term Project	March 10 at 7:00 AM	March 17 at 11:59 PM
Discussion 4	March 24 at 7:00 AM	March 31 at 11:59 PM
Assignment 3	March 31 at 7:00 AM	April 7 at 11:59 PM
Discussion 5	April 7 at 7:00 AM	April 14 at 11:59 PM
Assignment 4	April 14 at 7:00 AM	April 21 at 11:59 PM
Quiz 3	April 21 at 7:00 AM	April 28 at 11:59 PM
Community Outreach	April 28 at 7:00 AM	May 5 at 11:59 PM
Final Project PPT	April 28 at 7:00 AM	May 12 at 11:59 PM
Final Project Write Up	April 28 at 7:00 AM	May 12 at 11:59 PM

Guidelines

- **Dates Due – Open** means that a discussion, quiz or written and uploaded assignment is now available.
- **Dates Due – Closed** means that a discussion, quiz or written and uploaded assignment is closed and no longer available.
- **It is important to pay attention to all due dates and to manage your time and meet the requirements of this undergraduate class as outlined in the course syllabus.**

Assignments

All online assignments are due by the posted time on the deadline date. Late assignments will not be accepted. Please carefully read all instructions for each assignment. Reading instructions is your responsibility and you should meet all due dates and times. Individual assignments will be done in the Assignments area and will need to be posted as .docx, .doc or .rtf files. Occasionally, a PowerPoint will be required as well and will need to be submitted in .ppt or .pptx format.

Quizzes

All online quizzes are due by the posted time on the deadline date. Late quizzes will not be accepted. Please carefully read all instructions for each assignment. Reading instructions is your responsibility and you should meet all due dates and times.

Discussions

For class discussions, you will be communicating in a written format on an assigned topic individually on a given discussion board. The discussion boards are located within this course. You will need to do the readings and go over the lecture notes to be effective in your responses. Obvious use of acquired content knowledge must be incorporated into discussions. Therefore, participation in discussions will reflect not only in your participation grade, but also in the thoroughness of your assignments.

For each discussion topic, each member should have a minimum of 1 individual response (300 words) to the overarching question and 2 individual postings for feedback (50 words) to other class members' comments. The deadlines for discussion postings and replies will be posted online and in the resources section. You must ensure that you meet the deadlines for all of the required discussion postings. If there is nothing submitted, there will be no credit given for the posting.

You will be graded your postings according to the following criteria:

- Did you discuss the topic in a thoughtful way?
- Is the argument discussed relevant to class discussion/readings?
- Do you provide relevant evidence that supports your argument?

Grades will be given on an INDIVIDUAL basis for participation in the group discussions. Do not post your responses to the discussion board as attachments! Please type directly or copy and paste the text into the discussion boards. Assignments can be turned in as attachments.

Instructions for Accessing Your Course Online with Blackboard

You must have an UTEP e-mail ID and password before you can access Blackboard. UTEP automatically generates an e-mail ID for you when you are entered into the system.

If you do not have your ID or do not remember the ID or password, call the helpdesk first at (915) 747-5257

All the course content will be delivered via Blackboard. You can access Blackboard by following the steps outlined below

- **Go to** <http://my.utep.edu>
- **Your login is your e-mail ID and your password is your e-mail password.**
- Once you are in the **my.utep.edu** portal, you can find the link to Blackboard near the top of the webpage

In case the above URL does not work, you can do the following:

- Go to <http://blackboard.utep.edu>
- **Your login is your e-mail ID, but your password is your goldmine password,** which is generally a 6-digit number. You need to have an UTEP e-mail ID to be able to access Blackboard.

Once you are logged into Blackboard, you will find all the courses you are registered for, under the appropriate semester. Click on your course title to access the course.

If you have any questions concerning this process, you must contact the UTEP Help Desk at (915) 747-5257 or helpdesk@utep.edu.

This is your best and most reliable resource concerning issues related to both the UTEP Web portal and tools including Blackboard. All course correspondence with the instructor must be done using the tools in Blackboard.

UTEP Policies

Scholastic Integrity

Students are encouraged to discuss homework assignments with other classmates. However, copying work from any source, including classmates, homework files, the Internet, etc. is NOT acceptable. Submitting material that has been copied constitutes plagiarism and will be treated as cheating. All students are expected to complete their own work. UTEP prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of the work produced by the individual. 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.

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures (HOOP). It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Community Standards for possible disciplinary action. To learn more HOOP: Student Conduct and Discipline.

Special Note to Scholastic Dishonesty Policy

Study groups are popular at UTEP and are encouraged in this course. Additionally, "team" solutions will be required at times during the semester. When applicable, these team solutions are SPECIFICALLY AND EXPLICITLY allowed on given assignments and are part of an increasing focus on "teams" in the workplace. However, individual answers are required where EXPLICIT instructions are not received involving group work. Answers to questions/problems (1) copied directly from the book or (2) consisting of substantially the same wording as other papers in the class will receive zero or split credit, respectively. Relying on the understanding of another person will leave you unprepared to deal with exam material.

Copyright Infringement and Plagiarism

Copying a textbook, or any other copyrighted material is a violation of U. S. copyright law. Violation of U. S. copyright law can result in civil damages up to \$100,000 for each work copied. Copying of textbooks or any other copyrighted material is not "fair use" under the Copyright Act. The "fair use doctrine" only permits non-commercial copying of part (in general, not more than 10%) of a copyrighted work. Do not take credit for work that is not your own by copying and pasting from the internet, failing to cite sources of information, failing to attribute direct quotes to their original author, or submitting your work from another course without prior permission.

Guidance on Responsible Artificial Intelligence (AI) Usage

Responsible use of AI means using AI in ways that foster the achievement of learning outcomes. Generative AI should advance what students should know, be able to do, and the attitudes they should develop as a result of a learning experience. While generative AI tools can offer inspiration and new possibilities, they *should not* be utilized as unacknowledged substitutes for content created by students in Teacher Education Department courses. It is already a violation of UTEP's Standards of Academic Integrity for students to represent work they did not do as their own, and work generated by an AI tool that is not credited to that tool or in line with instructor approved course directions falls under this policy. It is important to note use of generative AI **does not** replace student judgement and critical thinking; as a result, even when properly disclosed as AI generated, students are held responsible for the accuracy of all content within their submitted coursework.

In this course, students are welcome to use generative AI tools in coursework. You are invited to use AI tools to help prepare for assignments (e.g., to help with brainstorming, finding high quality resources to answer questions, find materials to use, etc.). You are also welcomed to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix grammar/improve readability). When submitting work, you must clearly identify any writing, text, illustrations or media generated by AI. Any parts of assignments generated

by AI should appear in a different colored font, and the relationship between those sections and your contributions should be discussed in a footnote or appendix (depending on assignment) that accompanies the course work submission. You may not turn in an entire assignment that is AI generated, and you must properly cite when using generative AI in *any stage* of coursework development, even if only to generate ideas, rather than usable text or illustrations.

How to cite: GEN AI tool(version). Date of query (year/month/day). "Text of your query"
URL

Accommodations Policy

Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (<https://www.utep.edu/student-affairs/cass/ada-policies/accommodations-for-individuals-with-disabilities.html>).

If you have or believe you have a disability that may impact your ability to succeed in a class, whether it be online or face-to-face, you may wish to contact the Center for Accommodations and Support Services (CASS) to show documentation of a disability or to register for testing and services. Students who have been designated as disabled must reactivate their standing with the CASS yearly. If you feel that you may have a disability requiring accommodations and/or modifications, contact **CASS at (915) 747-5148**. You also can visit the CASS website at <http://sa.utep.edu/cass/> or the CASS office in Room 108 East Union Building. This course is ADA compliant by providing PDF's and closed captioning for multimedia when needed.

Student Resources

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit the following URL:
https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.

