

# SCED 3311 - Spring 2021 – CRN 21627

## Curriculum Planning in Secondary Schools - Online

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

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**Office hours:** Tuesdays 3:00 PM – 4:30 PM in Blackboard Collaborate

### Course Books:

Brooks, J.G. & Brooks, M.G. (1999). **In Search of Understanding: The Case for Constructivist Classrooms**. Alexandria, VA: ASCD. ISBN # 0871203588 (paperback).

Wiggins, G. & McTighe, J. (2005). **Understanding by Design**. Alexandria, VA: ASCD. ISBN # 9780131950849 (paperback).

Robertson, William H. (2008). **Developing Problem-Based Curriculum: Unlocking Student Success Utilizing Critical Thinking and Inquiry**, Kendall Hunt Publishing, Des Moines, Iowa - ISBN # 9780757553462 (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 **FULLY ONLINE** fashion. 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. Although it is an online course, the class is set up in a weekly cycle with assignments that become available each Monday morning at 7:00 AM, and that are generally due at the end of the day on

Saturday of the same week (assignments can be turned in early, and students are encouraged to do so). The class materials and assignments are available within a weekly module that can be accessed on the course's left-hand navigation links on Blackboard, which is our Learning Management System (LMS). All assignments are submitted through the appropriate week in Blackboard and follow the due dates schedule on page 8 of this syllabus.

## **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:

### ***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%
<b>Total</b>	<b>100%</b>

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

## Class Schedule

Classes will be FULLY ONLINE and primarily asynchronous during the spring 2021 semester. The class will be a combination of lecture, guided instruction, classroom discussion, content exercises, and project development. Every online 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
<b>Week One</b> January 19 <sup>th</sup> to January 23 <sup>rd</sup>	Icebreakers  Introductions and Class Overview  Syllabus Review and Blackboard overview	Use of Blackboard at UTEP for Class materials  Discussion 1 - Introductions	Read Chapters 1 - 2 of <b>The Case for Constructivist Classrooms</b>
<b>Week Two</b> January 25 <sup>th</sup> to January 30 <sup>th</sup>	Concept Mapping  TEKS Activity	Quiz 1 - Syllabus and Class Procedures	Read Chapters 3 - 4 of <b>The Case for Constructivist Classrooms</b>
<b>Week Three</b> February 1 <sup>st</sup> to February 6 <sup>th</sup>	Constructivism  Small Group discussion strategies	Assignment 1 – Future Teaching	Read Chapters 5 - 6 of <b>The Case for Constructivist Classrooms</b>
<b>Week Four</b> February 8 <sup>th</sup> to February 13 <sup>th</sup>	Constructivism (5Es)  Liberating Structures  Observation Protocol	Discussion 2 - TExES Standard 1	Read Chapters 7 - 8 of <b>The Case for Constructivist Classrooms</b>

<b>Dates</b>	<b>Topics</b>	<b>Online Assignments</b>	<b>Readings</b>
<b>Week Five</b> February 15 <sup>th</sup> to February 20 <sup>th</sup>	Pedagogy and School Cultures  Backward Planning Approach	Assignment 2 – Metaphor For Teaching	Read Chapters 9 -10 of <b>The Case for Constructivist Classrooms</b>
<b>Week Six</b> February 22 <sup>nd</sup> to February 27 <sup>th</sup>	Assessment Overview  Constructivist Classrooms  Mid-Term Rubrics	Quiz 2 – Constructivist Classrooms	Read Chapters 1-2 of <b>Understanding by Design</b>
<b>Week Seven</b> March 1 <sup>st</sup> to March 6 <sup>th</sup>	Mid-Term Project Preparations  Video as Content	Discussion 3 – TExES Standard 3  Mid-Term Project Preparation	Read Chapter 3 of <b>Understanding by Design</b>
<b>Week Eight</b> March 8 <sup>th</sup> to March 13 <sup>th</sup>	<b>Mid-Term Product and Video Presentation</b>	<b>Mid-Term Product and Video Presentation</b>	Chapter 4 of <b>Understanding by Design</b>
<b>Spring Break</b> March 15 <sup>th</sup> to March 19 <sup>th</sup>	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>
<b>Week Nine</b> March 22 <sup>nd</sup> to March 27 <sup>th</sup>	Tests and Standards  Learning Environments  Cultural Portrait	Discussion 4 - TExES Standard 4	Chapters 6-7 of <b>Understanding by Design</b>

<b>Dates</b>	<b>Topics</b>	<b>Online Assignments</b>	<b>Readings</b>
<b>Week Ten</b> March 29 <sup>th</sup> to April 3 <sup>rd</sup>	Classroom Observations  Learning Strategies	Assignment 3 – Cultural Portrait	Chapters 8-9 of <b>Understanding by Design</b>
<b>Week Eleven</b> April 5 <sup>th</sup> to April 10 <sup>th</sup>	Six Facets of Understanding  Review of Design Cycle	Discussion 5 - TExES Standard 5	Chapters 10-11 of <b>Understanding by Design</b>
<b>Week Twelve</b> April 12 <sup>th</sup> to April 17 <sup>th</sup>	Assessment in 6 Facets  Critical Thinking Curriculum Model	Assignment 4 – Bloom’s Taxonomy Vs. The 6 Facets of Understanding	Read Chapters 1-2 in <b>Developing Problem-Based Curriculum</b>
<b>Week Thirteen</b> April 19 <sup>th</sup> to April 24 <sup>th</sup>	Thematic Approaches to Curriculum Development  Go over assignment criteria and rubric for Final Exam.	Quiz 3 – Understanding by Design	Read Chapters 3-4 in <b>Developing Problem-Based Curriculum</b>
<b>Week Fourteen</b> April 26 <sup>th</sup> to May 1 <sup>st</sup>	Classroom Observations  Value of Community- based and informal education	<b>Community Outreach</b>	Read Chapters 5-6 in <b>Developing Problem-Based Curriculum</b>
<b>Week Fifteen</b> May 3 <sup>rd</sup> to May 8 <sup>th</sup>	<b>Final Project and Video Presentation</b>	<b>Final Project and Video Presentation</b>	Read Chapters 7-8 in <b>Developing Problem-Based Curriculum</b>

**\*\* 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 Online Activities – Due Dates – Spring 2021

Online Activity	Date Open	Date Due - Closed
Discussion 1	January 19 at 7:00 AM	January 23 at 11:59 PM
Quiz 1	January 25 at 7:00 AM	January 30 at 11:59 PM
Assignment 1	February 1 at 7:00 AM	February 6 at 11:59 PM
Discussion 2	February 8 at 7:00 AM	February 13 at 11:59 PM
Assignment 2	February 15 at 7:00 AM	February 20 at 11:59 PM
Quiz 2	February 22 at 7:00 AM	February 27 at 11:59 PM
Discussion 3	March 1 at 7:00 AM	March 6 at 11:59 PM
Mid-Term Project	March 8 at 7:00 AM	March 13 at 11:59 PM
Discussion 4	March 22 at 7:00 AM	March 27 at 11:59 PM
Assignment 3	March 29 at 7:00 AM	April 3 at 11:59 PM
Discussion 5	April 5 at 7:00 AM	April 10 at 11:59 PM
Assignment 4	April 12 at 7:00 AM	April 17 at 11:59 PM
Quiz 3	April 19 at 7:00 AM	April 24 at 11:59 PM
Community Outreach	April 26 at 7:00 AM	May 1 at 11:59 PM
Final Project PPT	May 3 at 7:00 AM	May 8 at 11:59 PM
Final Project Write Up	May 3 at 7:00 AM	May 8 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](mailto: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.

## **COVID-19 Precautions**

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](http://screening.utep.edu). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu). Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](http://screening.utep.edu)) prior to arriving on campus. The website will verify if you are permitted to come to campus. 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.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and 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* in the UTEP Handbook of Operating Procedures.

## **UTEP Policies**

### ***Academic Dishonesty***

*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. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaboration 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. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.*

### ***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 747-5148 for general information about the Americans with Disabilities Act (ADA).*