

## **College of Education Course Outline**

### **ECUR 400.3 Curriculum and Instruction for Saskatchewan Secondary**

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Prerequisite or co-requisite: Teaching Certificate or a B.Ed. degree. (*Note: This is not a graduate course.*)

#### **Course Outcomes**

- Create a unit and lessons based on Saskatchewan K-12 Curricula in a secondary teaching area
- Create assessment and instructional practices aligned with Saskatchewan K-12 Curricula
- Select an appropriate variety of instructional methods for curriculum implementation
- Demonstrate understanding and use of culturally responsive instructional strategies
- Plan to differentiate and adapt for different student needs

#### **Need for the Course**

This course has been developed in response to a request from the Board of Teacher Education and Certification (BTEC) to the College of Education at the University of Saskatchewan, and the Faculty of Education at the University of Regina. A group of secondary teachers educated in other jurisdictions are in need of an undergraduate methods class in their Teaching Area 2 (minor), in order to complete the requirements for Saskatchewan Certification. These people will possess a B.E. degree and fewer than five years of teaching experience.

#### **Course format**

ECUR 400 is a course focused on the discussion of planning based on Saskatchewan Curricula. It includes instructional materials prepared by the instructor, online discussions that you participate in and lead, and the creation of a unit that reflects your understanding.

#### **Course Outline**

1. Introduction to teaching in Saskatchewan
2. Understanding Saskatchewan Curricula and Instruction
  - a. Orientation to Saskatchewan Curricula
  - b. Core Curriculum front mater (Aims and Goals, CCCs, BALs)
  - c. Required Areas of Study (RAS)
  - d. Understanding outcomes and indicators

- e. Assessment and Evaluation
  - f. Instructional Approaches
3. Beyond provincial curriculum: Locally Determined Options (LDOs), Locally Developed and Modified courses and Adaptive Dimension (AD)
  4. Cross-cultural competence and culturally responsive instruction
  5. Differentiation and adaptation

### **Method of Student Evaluation**

**1. Unit Plan:** One or more instructional units in Teaching Area 2, for 5-6 class periods. Unit(s) will incorporate topics listed in the course outline in appropriate ways and be designed to ensure students meet outcomes in provincial curricula. Students who choose curricular documents that are older and do not use outcomes and indicators should expect additional work. A completed unit includes everything needed to teach the unit (materials, evaluation, lesson plans, etc.) except for copies of textbooks/video or other copyrighted materials. Additional expectations will be posted in Blackboard at midterm.

**2. Leading online and in-class discussions.** Each group will be given an assigned topic related to Saskatchewan Curriculum. You provide an overview of the topic for the class (no more than three pages) and moderate an online discussion of related issues. It is your job to select one or two high level questions to spark discussion with your classmates, posting your summary on the first day and your discussion prompt with it. Discussion on your topic will not exceed three class days. Your group will be assessed on the quality of the questions or prompts, the value of the feedback and moderation you provide, and the accuracy of the content in your overview. Additional expectations will be posted in Blackboard.

**3. Participation:** You will be evaluated on the thoughtfulness of your posts and your ability to build on (rather than repeat or agree with) the ideas of others. Additional expectations will be posted in Blackboard.

It is the expectation of this course that your work is not plagiarized, in whole or in part, and that work is completed on time. Failure to complete your own work by deadlines may result in a no-pass, which may prevent your certification as a teacher for the fall.