

## **ECUR 325.3 Relational Curriculum Making in the Secondary Classroom**

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### **Class Time & Location:**

Mondays to Fridays, 9:00 to 10:10 a.m. (large group)

10:20 to 11:20 a.m. (seminar work)

Professionalism and good attendance is expected for all sessions, and attendance will be taken during each meeting.

**Course Description:** Curriculum-making is an intentional act of organizing, designing, developing, and assessing outcomes/objectives of learning experiences in subject areas. Planning for instruction occurs through the interaction of educators, learners, contexts and provincial curricula, including ELA, Social Studies, Mathematics, Practical and Applied Arts, Sciences, Fine Arts, and Physical Education. Considerations for planning, intellectual practice, assessment, and building learning experiences will be aspects of this course, with a focus on lesson and unit planning. Culturally responsive instruction, technology, questioning, and planning for exceptionalities will be featured topics to support Teacher Candidates in thinking about the planning cycle.

### **Course Outcomes:**

By the end of the course, Teacher Candidates will be able to:

- ✓ Demonstrate competence in planning lessons and units, using a variety of instructional strategies and materials, including understandings of the adaptive dimension of curriculum TECC 3.2; 4.1; 4.3
- ✓ Use assessment of, as, and for learning related to curriculum outcomes / objectives in a variety of required subject areas TECC\* 3.1, 4.1
- ✓ Plan for ways to support literacy development, including digital literacies and literacy across curriculum TECC 2.4, 4.1
- ✓ Engage questioning, peer, and self-assessment to support growth as educator TECC 1.4, 2.6
- ✓ Collaborate with other learners to demonstrate professionalism TECC 1.1, 1.2
- ✓ Describe culturally responsive instruction and content to address the needs of First Nations, Inuit and Métis students TECC 2.3, 4.2, 4.3

\*Note: 'TECC' refers to competencies approved by the Saskatchewan Ministry of Education's Teacher Education, Certification and Classification Board. The course objectives have been aligned to these competencies. For the complete list of TECC Goals, and some information on how they relate to PGPs (Professional Growth Portfolios) please visit:

<http://www.usask.ca/education/students/undergraduate/field-experiences.php#ProfessionalGrowthPortfolio>

**Required materials:** The course does not have a required textbook. Provided materials will be found in Blackboard, which you should check well before every class. You may wish to download and/or print certain items before each class. Other course materials can be found in links including:

- Curriculum documents: <http://www.curriculum.gov.sk.ca> (with a focus on curricula and core learning resources for grades 9 – 12)
- The libguide for weekly readings at <http://libguides.usask.ca/ECUR325Wilson>  
The password for the libguide is “Wilson”
- A variety of computer technologies including student construction of an **ECUR 325 portfolio** to document learning and development over this term. Find more details and a rubric in the document ‘ECUR 325 Portfolio Explanation and Rubric.’

**Additional texts that may be valuable** (links to library holdings can be found on the Libguide site):

Davies, A. (2011). *Making classroom assessment work* (3<sup>rd</sup> ed.). Courtenay, BC: Connections.

Fisher, D. (2014). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Harvey, S. *Inquiry circles in action*. Portsmouth, NH: Heinemann.

Hume, K. (2010). *50 Tools and techniques for classroom assessment*. Toronto: Pearson.

Ritchhart, R., Church, M., Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding and independence for all learners*. San Francisco: Jossey-Bass.

Smith, M. J., & Wilhelm, J. D. (2002). *“Reading don’t fix no Chevys”: Literacy in the lives of young men*. Portsmouth, NH: Heinemann.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G., & McTighe, J. (2003). *Understanding by design*. Alexandria, VA: ASCD.

Wilhelm, J. D. (2007). *Engaging readers & writers with inquiry: Promoting deep understandings in language arts and the content areas with guiding questions*. New York: Scholastic

**Course Outline:**

Topic /Date	Topic(s)	Prior Readings and Assignments
<b>Topic 1</b> <b>August 13</b>	Course and Portfolio Introduction; Understanding Curriculum	<ul style="list-style-type: none"> <li>● Choose one curricular document (Grades 9-12, renewed curriculum) from <a href="http://www.curriculum.gov.sk.ca">http://www.curriculum.gov.sk.ca</a> to use during the class</li> <li>● Read p. 12-14 (under “Outcomes”) of <i>Renewed Curricula</i> at <a href="https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Renewed_Curricula.pdf">https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Renewed_Curricula.pdf</a> before coming to class</li> <li>● Read the course document ECUR 325 Portfolio Explanation and Rubric (on Blackboard) before class and review the resources linked within (H. Barrett article and 2 videos)</li> </ul>
<b>Topic 2</b> <b>August 14</b>	Unit Planning / Understanding by Design (UbD)	<ul style="list-style-type: none"> <li>● Chapter 8 <i>Start Where They Are</i> (Hume) – Unit and Lesson Design in a Differentiated classroom p. 152-177</li> <li>● Module B <i>The Understanding by Design Guide to Creating High Quality Units</i> (Wiggins and McTighe) – The UbD template pp. 13-32</li> <li>● Download the UbD unit template from <a href="http://www.usask.ca/education/documents/fieldexperiences/tools-resources/lesson-plan-formats/understanding-by-design-unit-template.doc">www.usask.ca/education/documents/fieldexperiences/tools-resources/lesson-plan-formats/understanding-by-design-unit-template.doc</a> (you may also wish to visit <a href="http://www.usask.ca/education/students/undergraduate/field-experiences.php">http://www.usask.ca/education/students/undergraduate/field-experiences.php</a> - <a href="#">ToolsandResources</a> for more lesson and unit planning resources)</li> <li>● Unit plan due: August 26 (after assessment piece and lesson plan, which should integrate into unit)</li> </ul>
<b>Topic 2 (con’t)</b> <b>August 15</b>	Unit Planning (con’t)	No additional readings.

<b>Topic 3</b> <b>August 16</b>	Assessment and Feedback	<ul style="list-style-type: none"> <li>• Read the section on Assessment and Evaluation in the updated curriculum of your choice <a href="http://www.curriculum.gov.sk.ca">http://www.curriculum.gov.sk.ca</a>/before class</li> <li>• Read handout on what makes good feedback in Blackboard</li> <li>• Assessment Piece assignment due August 20th</li> </ul>
<b>Topic 3 (con't)</b> <b>August 17</b>	Assessment and Feedback (con't)	No additional readings.
<b>Topic 4</b> <b>August 20</b>	Lesson Plans & Classroom Management	<ul style="list-style-type: none"> <li>• Download either the Extensive Lesson Plan or UbD Lesson Plan template at <a href="http://www.usask.ca/education/students/undergraduate/fieldexperiences/tools-resources.php">http://www.usask.ca/education/students/undergraduate/fieldexperiences/tools-resources.php</a></li> <li>• Read the Internship Manual 2004-2005 section on Classroom Management (see Libguides for link)</li> <li>• Lesson Plan due: end of week August 24th</li> </ul>
<b>Topic 4 (con't)</b> <b>August 21</b>	Lesson Plans & Classroom Management (con't); Portfolios	<ul style="list-style-type: none"> <li>• Submit portfolios for formative assessment and peer feedback during seminars.</li> <li>• Post links to e-Portfolios on Blackboard and follow the instructions there for collaborative commenting.</li> <li>• Submit midterm portfolios August 21<sup>st</sup> for formative feedback,</li> </ul>
<b>Topic 5</b> <b>August 22</b>	Instructional Strategies	<ul style="list-style-type: none"> <li>• Read the chart on instructional strategies in Blackboard</li> <li>• Skim the Alberta instructional strategies guide <a href="http://www.learnalberta.ca/content/kes/pdf/or_ws_tea_inst_01_inststrat.pdf">http://www.learnalberta.ca/content/kes/pdf/or_ws_tea_inst_01_inststrat.pdf</a></li> <li>• Download the 3 graphic organizers in Blackboard and complete the one of your choice prior to class</li> <li>• Read the article 'Teachers Make a Difference' by John Hattie on Libguides or at</li> </ul>

		<a href="https://research.acer.edu.au/research_conference_2003/4/">https://research.acer.edu.au/research_conference_2003/4/</a>
<b>Topic 6</b> <b>August 23</b>	Essential questioning	<ul style="list-style-type: none"> <li>• Read Chapter 3 ‘Essential Questions: Opening Doors to Student Understanding’ (McTighe and Wiggins) – How do we design essential questions p. 28-41 (on Libguides)</li> </ul>
<b>Topic 7</b> <b>August 24</b>	Culturally Responsive Instruction	<ul style="list-style-type: none"> <li>• Review the Ministry of Ed information on Treaty Education <a href="https://www.edonline.sk.ca/bbcswebdav/library/materials/english/docs/Treaty%20Education%20Outcomes%20%26%20Indicators%20-%20Feb%2021%202013.pdf">https://www.edonline.sk.ca/bbcswebdav/library/materials/english/docs/Treaty%20Education%20Outcomes%20%26%20Indicators%20-%20Feb%2021%202013.pdf</a></li> <li>• Read the following article by Keith Heggart <a href="http://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff">http://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff</a></li> <li>• Read ‘Preparing for Culturally Responsive Teaching’ by Geneva Gay on Libguides</li> <li>• Classroom Plan for Culturally-Responsive Instruction due: August 28th</li> </ul>
<b>Topic 8</b> <b>August 30</b>	Digital Citizenship	<ul style="list-style-type: none"> <li>• For in-class use, see the online self-assessment (‘Rubric for Effective Teacher Technology Use’) <a href="http://www.ascd.org/ASCD/pdf/journals/ed_lead/el201303_johnson_rubric.pdf">http://www.ascd.org/ASCD/pdf/journals/ed_lead/el201303_johnson_rubric.pdf</a></li> <li>• Read ‘Digital Citizenship Education in Saskatchewan Schools,’ p. 7-12 before class and scan the resources section so you know what is there <a href="http://publications.gov.sk.ca/documents/11/83322-DC%20Guide%20-%20ENGLISH%202.pdf">http://publications.gov.sk.ca/documents/11/83322-DC%20Guide%20-%20ENGLISH%202.pdf</a></li> <li>• Watch the video on social media before class <a href="http://saskschoolsprivacy.com/teachers/social-media/">http://saskschoolsprivacy.com/teachers/social-media/</a></li> <li>• Read blog post and watch video ‘SAMR and Bloom’s Taxonomy: Assembling the Puzzle’ by Rueben Puentedura before class <a href="https://www.common sense.org/education/blog/samr-and-blooms-taxonomy-assembling-the-puzzle">https://www.common sense.org/education/blog/samr-and-blooms-taxonomy-assembling-the-puzzle</a></li> <li>• Technologically-Integrated Learning Resource due September 5th</li> </ul>

<b>Topic 9</b> <b>August 31</b>	Differentiated Instruction	<ul style="list-style-type: none"> <li>Please review <a href="http://publications.gov.sk.ca/documents/11/100225-The%20Adaptive%20Dimension.pdf">http://publications.gov.sk.ca/documents/11/100225-The%20Adaptive%20Dimension.pdf</a></li> </ul>
<b>September 4</b>	Portfolio workday	<ul style="list-style-type: none"> <li>No additional readings.</li> </ul>
<b>September 5</b>	Portfolio workday	<ul style="list-style-type: none"> <li>No additional readings.</li> </ul>
<b>September 6</b>	Portfolio presentations	<ul style="list-style-type: none"> <li>No additional readings.</li> </ul>
<b>September 7</b> <b>(Final class)</b>	Portfolio presentations	<ul style="list-style-type: none"> <li>No additional readings.</li> </ul>

**Assessment:**

<i>Component</i>	<i>Notes</i>
1. Assessment Piece	Due August 20th
2. Lesson Plan	Due August 24th
3. Unit Plan	Due August 26th
4. Classroom Plan for Culturally-Responsive Instruction	Due August 28th
5. Technologically-Integrated Learning Resource	Due September 5th
6. ECUR 325 Portfolio	Submitted on September 7th. See document 'Portfolio Explanation and Rubric' for more details on this assignment.

There is no final exam for this course.

### **Assignment 1. Assessment Piece**

Create an assessment OF learning resource for your chosen unit that reflects both the unit outcomes and an appropriate method of assessment given those outcomes. This could take the form of a project explanation or outline, a scaffolding document or visual element, a rubric, a unit test item, or some combination of these things. Include a written reflection or justification (no more than 2 pages for this part) for the major choices you made in the design of this assessment piece, including: alignment to outcomes; connection to specific assessment AS/FOR learning activities; clarity (do students know what is expected?), feedback and communication of standards to students; evaluation and/or grade methodology; and contingency/intervention planning (what happens if a student fails to demonstrate adequate learning?).

### **Assignment 2. Lesson Plan**

Start with either of the lesson planning templates given, but feel free to alter these as you may see necessary. Create a specific lesson (likely for 1-2 class periods) that will serve the assessment OF piece you created earlier for Assignment 1. You may be unable to complete the post-delivery reflection (as seen in the Extensive Template), depending on your student teaching schedule. Include a written reflection or justification (no more than 2 pages for this part) for the major choices you made in the design of this lesson, including: alignment to outcomes; alignment to assessment piece (final assessment OF learning for the unit, aka. Assignment 1); explanation of fit within a larger unit (What lessons must come before? What must come after?); considerations and planning for classroom management; clarity (is it sub-ready?).

### **Assignment 3. Unit Plan**

Incorporating the work you have already done for Assignment 1 and Assignment 2, build upon it by completing a unit plan using the UdB template. Be sure to refer to the Wiggins & McTighe reading for guidance on this part. A separate reflection write-up will not be necessary, but ensure you are providing adequate detail to the Assess and Reflect section of the template in its place.

### **Assignment 4: Classroom Plan for Culturally-Responsive Instruction**

In a written document of no more than 3 pages, you will plan broadly for a learning environment that values cultural diversity. Plan for a specific context if possible (i.e. your student teaching context) or invent a realistic one otherwise. Explain the context and outline specific techniques, activities, expectations, guidelines, environmental factors, and/or rules that will be applied to your classroom on a daily basis to make it culturally-responsive and inclusive. Include a plan for the first few days with a new group of learners – how will you communicate these expectations and begin to foster your desired learning environment? Reflect on your own philosophy of education as you discuss the ways in which your plan encourages a growth mindset among

learners, and how it addresses the particular need for awareness and inclusion of FNIM perspectives and ways of knowing within a Saskatchewan context.

### **Assignment 5: Technologically-Integrated Learning Resource**

Ideally this will integrate with your previous unit (Assignment 3), but it can be from a separate unit also. Create a teaching or learning resource that implements technology at the Modification or Redefinition levels of the SAMR model. This might take the form of a lesson plan, assignment outline, video, website, or an annotated collection of tools to be used for a unit/course, and it may be intended for teacher use or for student use. Include a written reflection or justification (no more than 2 pages for this part) for the major choices you made in the design of this resource, including: alignment to outcomes; critical examination of your work against the SAMR model (what level does your resource achieve, and how does it do so?); considerations for implementation (access to technology, prerequisite skills); considerations for digital citizenship (etiquette, safety, privacy, copyright, etc.); goals for further technological skills development for yourself and/or students.

### **Assignment 6: ECUR 325 Portfolio**

See the document 'ECUR 325 Portfolio Explanation and Rubric' for more details on this assignment. You will submit the portfolio twice, at midterm on August 21st (formative) and finally on September 7th (summative).

### **How to submit assignments:**

All written work should be done in double-spaced, 12 point, Times New Roman font. When necessary, include references using the APA format. Submit written assignments in .doc or .docx format via the Dropbox in Blackboard (do not email them).

Use the following notation to title your assignments: ECUR325-assignment(#)-lastname.  
For example, ECUR325-assignment1-wilson.doc

### **Integrity Defined**

Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well.

### **What academic integrity means for students**

- Perform your own work unless specifically instructed otherwise. Check with your instructor about whether collaboration or assistance from others is permitted.



- Use your own work to complete assignments and exams.
- Cite the source when quoting or paraphrasing someone else's work. Discuss with your professor if you have any questions about whether sources require citation.
- Follow examination rules.
- Discuss with your professor if you are using the same material for assignments in two different courses.
- Be truthful on all university forms.
- Use the same standard of honesty with fellow students, lab instructors, teaching assistants, sessional instructors and administrative staff as you do with faculty.

### **Integrity in non-academic activities**

Misconduct that disrupts the activities of the university or harms the legitimate interests of the university community could be the cause for non-academic disciplinary action.

### **Guiding Principles**

The university documents that lay out our rules and procedures are the **Student Academic Misconduct Regulations** (University Council) and the **Standard of Student Conduct in Non-Academic Matters** (University Senate). Both documents are based on the same Guiding Principles:

- Freedom of Expression
- Mutual Respect and Diversity
- Commitment to Non-violence
- a. Commitment to Justice and Fairness
  - Security and Safety
  - Integrity

### **Academic Misconduct Procedures**

“Academic Misconduct” is the term the University uses to describe cheating. Types of cheating are listed in the Student Academic Misconduct Regulations of University Council. There is an onus on every student to become informed about academic misconduct.

When an instructor believes a student is guilty of academic misconduct, the following procedures are used:

#### **Informal procedure:**

Sometimes misconduct is the result of carelessness, misunderstanding of the rules, or miscommunication. In such cases, the instructor may discuss the matter with the student informally.

If the student concedes the misconduct, the instructor has the authority to impose one or more of the following penalties:

- reduce the grade on the assignment or exam, to as low as zero
- require the student to rewrite the assignment or exam.

A penalty imposed by an instructor is not reported to the student's college and does not become part of the student's record.

A student who disagrees with the allegation of cheating or with the penalty imposed may request a formal hearing.

**Formal procedure:**

For more serious misconduct, or in cases where the student disputes the allegation or the penalty, a college hearing board will hear the matter. Procedures for hearings are described in the Regulations. The hearing board has the authority to impose one or more of the following penalties:

- reprimand or censure the student
- reduce the grade on the assignment, exam, or entire course, to as low as zero
- require the student to rewrite the assignment or exam
- require the student to submit an essay or a presentation on academic misconduct
- suspend or expel the student
- postpone, deny or revoke the student degree, diploma or certificate

A penalty imposed by a Hearing Board is reported to the student's college and to the university, and becomes part of the student's record. A finding of misconduct in research funded by an external agency is reported to that agency.

Further appeal of a hearing board decision or penalty is permitted only on grounds of unfair procedure or new evidence.

**For More Information**

Integrity and Student Conduct website:

[http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/)

*Date: Effective January 1, 2010*

**Academic Misconduct Defined**

The following constitute academic misconduct that may be the subject-matter of an allegation under the Student Academic Misconduct Regulations:

- a. Providing false or misleading information or documentation to gain admission to the university or any university program;
- b. Theft of lecture notes, research work, computer files, or other academic or research materials prepared by another student or an instructor or staff member;
- c. Using work done in one course in fulfillment of any requirement of another course unless approval is obtained from the instructor by whom the material is being evaluated;
- d. Presenting the work of someone else as one's own;
- e. The supply of materials prepared by the student to another student for use by that student as the work or materials of that student;
- f. Alteration or falsification of records, computer files, or any document relating to a student's academic performance;

- g. Violation of the university's policy on misconduct in scholarly work as outlined at [www.usask.ca/university\\_secretary/policies/research/8\\_25.php](http://www.usask.ca/university_secretary/policies/research/8_25.php)
- h. Fabrication or invention of sources;
- i. Failure to observe any stated rule with regard to the procedure used in an examination (or an activity undertaken for academic credit) where such a failure could result in the student gaining relatively greater credit;
- j. Altering answers on a returned examination;
- k. When prohibited, removing an examination from the examination room;
- l. Seeking to acquire or acquiring prior knowledge of the contents of any examination question or paper with the intention of gaining an unfair advantage;
- m. Possessing or using notes or other sources of information or devices not permitted by the course instructor in an examination;
- n. Consulting or seeking the assistance of others when writing a "take home" examination unless permitted by the course instructor;
- o. Providing false or misleading information with the intent to avoid or delay writing an examination or fulfilling any other academic requirement;
- p. Failing to observe the terms of any agreement not to disclose the contents of an examination;
- q. Misrepresenting or conspiring with another person to misrepresent the identity of a student writing an examination or engaging in any other form of assessment;
- r. Knowingly doing anything designed to interfere with the opportunities of another person to have his or her contribution fully recognized or to participate in the academic program;
- s. Preventing others from fair and equal access to University facilities or resources, including library resources ;
- t. Using or attempting to use personal relationships, bribes, threats or other illegal conduct to gain unearned grades or academic advantages;
- u. Knowingly assisting another person engaged in actions that amount to academic misconduct;
- v. Plagiarism: the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.

Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources. Full explicit acknowledgement of the source of the material is required.

Examples of plagiarism are:

- I. The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author. [It is not plagiarism to use work developed in the context of a group exercise (and described as such in the text) if the mode and extent of the use does not deviate from that which is specifically authorized].
- II. The verbatim use of oral or written material without adequate attribution.

- III. The paraphrasing of oral or written material of other persons without adequate attribution
- w. Unprofessional conduct or behaviours that occur in academic or clinical settings or other work placements, or that are related to the student's area of professional practice.

**Office of the University Secretary**

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Telephone: (306) 966-4632 Fax: (306) 966-4530  
[http://www.usask.ca/university\\_secretary/](http://www.usask.ca/university_secretary/)