



Curriculum Design and Program Development CDPD 600:

Understanding and Application (6)

Winter 2014

Instructor

Nicki Rehn

nrehn@ambrose.edu

nicki.rehn@yahoo.ca

587-899-6189

Course Description

This course introduces models of curriculum design and program development as organizing frameworks for K-6 Schools. Students will examine principles and practices regarding integration of learning theory, evaluation, and assessment. Five curricular commonplaces will be explored: learners and learning, teachers and teaching, subject matter and curriculum schools and classroom, and society and culture. The focus is on the role of the teacher in translating the Alberta Education's Program of Studies, Elementary Education, into longer term learning experiences (units) for teaching for all learners, including those with special needs and those coming from various cultural backgrounds, especially First Nations educational challenges and opportunities. Inquiry is emphasized.

Prerequisite

CDPD 500

Class Times

Mondays	1 pm- 4 pm
Wednesdays	8:15 am – 11:15 am
Fridays	8:15 am – 11:15 am

Attendance is compulsory.

Learning Outcomes

At the end of this course, students will be able to:

- Identify principles of effective curriculum design and program development
- Translate the program of studies into effective and inclusive learning experiences
- Design assessment and evaluation that align with learning goals

- Design a comprehensive unit plan using backwards design
- Report student progress and achievement
- Select effective teaching strategies
- Articulate your understanding of inquiry
- Design learning experiences that incorporate your philosophy of inquiry
- Articulate your understanding of critical and creative thinking
- Design classroom procedures and expectations in a way that maximizes learning and minimizes behaviour issues.
- Design learning experiences that go beyond the program of studies and teach technology, 21st century skills and appropriate behaviour.

Essential Texts

Alberta Education. *Program of Studies*. <https://education.alberta.ca/teachers/program.aspx>

Wiggins and McTighe (2005). *Understanding by Design, 2nd Ed.* Association for Supervision and Curriculum Development.

Key Course Topics

Curriculum Theory and Application

Foundations of Instructional Design and Understanding by Design

Principles of Assessment

Exploration of the Core Program of Studies Disciplines


Designing for Inquiry







Teaching Critical & Creative Thinking and other 21st Century Competencies

Strategies for Classroom Management

10 Ambrose Bachelor of Education Competencies

CDPD 600 will help students continue to develop the 10 competencies in the following ways:

1	Build affirmative relationships with children.		You will explore effective classroom management strategies and learn how to design classroom procedures and culture in
---	--	---	--

			order to build positive, respectful relationships.
2	Apply theories of curriculum, learning, and assessment to the development of programs.		You will be required to apply foundational curriculum theory to your learning design decisions.
3	Build learning communities		You will share lesson ideas and classroom tips with one another. You will also have opportunities to engage with your mentor and other educators on social media.
4	Design teaching and learning scenarios that include inquiry-based learning.		<ul style="list-style-type: none"> • Read and respond. • Class discussion.
5	Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.		Incorporate principles of inclusivity learned in LTA 500 to learning designs.
6	Engage in shared praxis.		Throughout CDPD 600 you will be asked to reflect on your recent practicum with your peers.
7	Design and implement programs that incorporate attention to cultural realities and diversities.		<ul style="list-style-type: none"> • Incorporate principles of inclusivity learned in LTA 500 and cultural diversity in SCMP 500 & 600 to learning designs.
8	Understand critical and creative thinking as essential to learning in all programs.		<ul style="list-style-type: none"> • Course topics that focus specifically on critical and creative thinking.
9	Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education program.		A high degree of professionalism is expected in this course, particularly in regards to attendance, punctuality, assignment deadlines, and participation in the learning community.
10	Address the non-academic barriers to learning by applying a variety of management strategies and effective classroom routines.		<ul style="list-style-type: none"> • Use strategic curriculum design to manage classroom behaviour. • Explore ideas for classroom routines. • Practice engaging an audience when teaching.

Assessment

Assignments	%	Due Date
Mini-lesson and Reflection	10	Lesson: Friday 7 February Reflection: Wednesday 12 February
Weekly readings, forum posts, activities	25	On-going
Inquiry Assignment	15	Monday 14 March
Unit Plan	40	Wednesday 9 April
Professionalism	10	On-going

All assignments must be completed for a passing grade.

Assignment Details

Assessment 1 – Mini-Lesson (10%)

Rationale

One of the elements of teaching, often forgotten among the planning, relationship forming, marking and managing, is the actual act of teaching. Standing in the front of a classroom, teachers need to be **confident**, **engaging** and **verbally clear**. For many people, this takes practice and this assignment will give the chance to do that. This is also a great skill to have for attending job interviews.

Instructions

You must prepare a 5-7 minute lesson or presentation/talk and deliver it to a group of 5-6 peers. Your goal is to teach your peers something (anything!), such as “How to fold a napkin”, or “How NASA put Curiosity on Mars”. Be creative. Be engaging. Be succinct. Think about your audience. Use whatever resources you wish to support your lesson. Have a little fun!

Your talk **MUST** not go over 7 minutes, or you will be cut-off. Your lesson must be well-prepared.

Your talk **MUST** have the following components:

- Strong introduction
- Audience engagement
- Connection between the speaker and the audience
- One message
- A sense of “presence”

- Evaluative conclusion or call to action.

Your lesson will be recorded on your iPad. Your peers will evaluate you and you will evaluate yourself.

Your own evaluation will be in the form of a 300-word reflection that answers the following questions:

1. What strengths do I have as a speaker?
2. In what areas do I need to improve?
3. How do my speaking skills and/or confidence impact my teaching in the classroom?
Reflect on your recent FE 600 experience.

Evaluation Rubric

	Strongly Agree	Agree	I am on the fence	Disagree
The introduction was strong, with a clear purpose statement that invited our attention and led us smoothly into the presentation.				
I felt connected to the speaker because they personalized the lesson/presentation, responded to the audience and used eye contact.				
The speaker has a sense of “ presence ” (strong voice, effective body language, I felt at ease...etc).				
It did not require much effort to stay engaged and I learned something.				
There was one simple clear message that I could summarize in a sentence.				
The speaker was well-prepared .				
There was an evaluative conclusion and/or a call to action.				

Overall (circle)			
Award-winning	Proficient and interesting enough	Required some effort to stay engaged	Needs a lot of improvement
Additional Comments:			

Assessment 2 – Weekly readings, forum posts, reflections (25%)

Rationale

Most weeks there will be assigned key readings and activities. Some of these will be personal reflections, some will be online forums, and some will include a follow-up activity. This assessment will develop a community of learners, habits of reflection and keep you accountable for doing the readings. All readings will be tied to the objectives of that week.

Instructions

Instructions for the key readings and follow-up tasks will be given in class and on Moodle. You will need to allocate time outside of class each week to complete the readings for CDPD 600 and the tasks associated with those readings. Most of these tasks will have a deadline attached to them. The tasks include:

- Week 1: Curriculum Theory and Practice Reading and Reflection (5 marks)
- Week 2: Initial and Considered Response – Assessment (5 marks)
- Week 5: UbD Unit and Reflection on Process (5 marks)
- Week 7: Critical and Creative Thinking readings and summary (5 marks)
- Week 8: Technology in Education Task and Reflection (5 marks)

More details will follow.

Evaluation Rubric

These are personal reflections; and so, if you complete each of the tasks according to the instructions given, you will be awarded 90-100 percent of the marks for that task.

Assessment 3 – Inquiry Assignment (15%)

Rationale

“Inquiry-based learning is a complex process where students formulate questions, investigate to find answers, build new understandings, meanings and knowledge, and then communicate their learnings to others. In classrooms where teachers emphasize inquiry-based learning, students are actively involved in solving authentic (real-life) problems within the context of the curriculum and/or community. These powerful learning experiences engage students deeply. Research suggests that inquiry-based learning increases student creativity, independence, and problem solving skills, and it improves student achievement.” (Alberta Education)

Ambrose Competency #4: Design teaching and learning scenarios that include inquiry-based learning.

Instructions

For this assignment, you need to submit a short paper that answers the following questions.

1. What does inquiry-based learning mean to you? Make sure you explicitly connect to at least two of the readings. (300-500 words)
2. What are the constraints and challenges with inquiry-based learning? Refer to your FE 500 and FE 600 experiences, if applicable. (300-500 words)
3. If I come into your classroom, how will I know that you value inquiry-based learning? Give an example of a project or teaching approach that reflects your philosophy of inquiry. (300-500 words)

NOTE: APA formatting is required for any direct citation, ideas that are not yours, or any references that support your philosophy.

Please respect the word limit.

Due: Monday 24 March

Evaluation Rubric

	Standard	Possible Marks	
Question 1	Your personal philosophy of inquiry-based learning is presented, supported with literature and experience, and a rationale is provided.	4	
Question 2	You have considered at least three major constraints and challenges to inquiry. You use your FE 500 and 600 to provide evidence of these.	4	
Question 3	You have clearly explained how your philosophy of inquiry would manifest itself in your classroom. Practical examples are provided as evidence.	4	
Quality of Writing	The writing is compelling, succinct and focussed. The tone is consistently professional, with active voice, and appropriate for a graduate-level academic paper. The writing is free or almost free of errors. Compelling evidence from professionally legitimate sources is given to support ideas. Attribution is clear and fairly represented.	3	

Assessment 4 – Unit Plan (40%)

Rationale

“Backwards design” and “planning with the end in mind” are proven methods for designing learning. McTighe and Wiggins (2001) are the leading proponents in this instructional design methodology and you should be familiar with their three-stage process:

1. Identify desired outcomes (Big Ideas, KSAs, Essential Questions, and Enduring Understandings).
2. Determine acceptable evidence of the desired outcomes (Assessment of understanding and proficiency).
3. Plan learning experiences.

Planning for instruction takes practice and time. This assignment will provide you an opportunity to practice designing an entire unit for delivery in an elementary or middle school classroom. This assignment also provides a building block for the year plan you will do for your exit thesis next year. Your unit plan must reflect your developing philosophy of education, your understanding of learning theory, and your ability to design inclusive activities and assessment. Hopefully, you will be able to use this unit plan in your next practicum (FE 700).

Instructions

You are required to design a unit plan that guides your instruction of one core subject (Math, Social Studies, Science or Language Arts) taught over a 4-6 week period. Your plan must show some cross-curricula integration. If you want an extra challenge and it interests you, you may develop a full thematic unit of shorter duration (2-3 weeks). However, you must provide evidence of all the criteria in the marking rubric.

You may select the grade level and context.

As an ‘architect of learning experiences’, you must demonstrate your ability to design a learning environment that aligns with Alberta Program of Studies, accommodates a diverse range of student learning needs, incorporates cross-curriculum connections, inquiry, home and school relationships, cultural considerations, learning/thinking strategy instruction, assessment processes, and the use of technology.

You may use a template of your choice.

Your plan must include

- Outline of the chosen context (grade level, summary of school culture, time of the year)
- Outcomes and objectives targeted from Program of Studies (KSAs)
- Big ideas, Enduring understandings, Essential questions. Identify what things you want students to know, to understand, to explore, to be able to do, and to appreciate.

- Assessment plan (tied to the unit objectives; formative and summative)
- Learning Plan (key activities, important notes/information, instructional strategies...etc.)
- Rough timeline
- Resources required (books, websites, technology, materials for major projects...etc.)
- Avenues to connect with home and school
- Strategies to differentiate for possible diverse student needs (such as, gifted, ADHD, cognitive delay, dyslexia, ESL.). Choose 2 or 3 to address.

Please note: This should NOT be a collection of lesson plans.

DUE: Wednesday 9 April

Evaluation Rubric

Outline of chosen context (1)		Explicit (1)	Inferred (0.5)	Difficult to identify (0)	
Outcomes and Objectives (1)		Explicit (1)	Inferred (0.5)	Difficult to identify (0)	
Big Ideas, Enduring Understandings, Essential Questions (5)	The program of studies has been unpacked and the big ideas and core concepts have been identified, stated and woven into the unit.	Meets standard with excellence (5)	Meets standard (4.5)	Working toward standard (3.5-4)	Standard not addressed
Assessment Plan (5)	The assessment plan is tied to the POS objectives and will effectively measure the degree to which students have met the stated goals and/or standards (include rubrics for major assignments). Both formative and summative assessment strategies are listed. There is a variety of fair and authentic assessment tasks.	Meets standard with excellence (5)	Meets standard (4.5)	Working toward standard (3.5-4)	Standard not addressed or insufficient detail
Learning Plan (15)	The learning plan flows from the goals and objectives of the unit. There is a stated purpose for the key activities. There is a logical organizational structure to the unit. There are opportunities to explore and experience big ideas and receive instruction to equip students for required performances. Learning plan is flexible and able to be tailored to address interests and learning styles.	Meets standard with excellence (14-15)	Meets standard (13-13.5)	Working toward standard (11-12.5)	Standard not addressed or insufficient detail
Differentiation (5)	Strategies for possible diverse learning needs are given, both for general situations and on specific assignments and activities as required.	Meets standard with excellence (5)	Meets standard (4.5)	Working toward standard (3.5-4)	Standard not addressed or insufficient detail
Other criteria (4)	Cross-curriculum integration	Explicit (1)	Inferred (0.5)	Difficult to identify (0)	
	Rough timeline	Explicit (1)	Inferred (0.5)	Difficult to identify (0)	
	List of resources	Explicit (1)	Inferred (0.5)	Difficult to identify (0)	
	Home, school and community connections	Explicit (1)	Inferred (0.5)	Difficult to identify (0)	
Layout (4)	The unit plan is presented professionally.	Meets standard with excellence (4)	Meets standard (3)	Working toward standard (2)	Standard not addressed or insufficient detail
TOTAL MARKS = 40					

Professionalism (10%)

Rationale

Competency #9 - Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education program.

Instructions

Attend class and be on time. Please inform me if you know you will be away. Submit assignments on or before the due date. Complete the readings. Engage in class discussions and activities. Act in the same manner that would be expected of you in the profession of teaching.

Please note: If your assignment is going to be late, it is courteous to let me know. Extensions without a penalty will only be granted for serious medical or extenuating circumstances.

Assessment Rubric

	Exemplary	Almost always	Below expected
Attend class and be on time (unless medical exemption)	5	3-4	0-2
Submit assignments on time (unless medical exemption)	5	3-4	0-2
Build into the learning community through class discussions and positive participation in activities	5	3-4	0-2

In addition to preparing you to teach, the Ambrose B.Ed. Program is designed to prepare you for the hiring process following graduation by building the skills for both presentations and position interviews. One of the ways for you, as prospective teachers, to 'stand out' from the crowd is through the development and presentation of an e-portfolio. An e-portfolio is, therefore, a graduate requirement of the Bachelor of Education program due in your final semester of study. Each course provides opportunity to build this living document that includes elements such as a resume, teaching philosophy, and documented work with children. In CDPD 600 you will build a **comprehensive unit plan** and **philosophy of inquiry-based learning**, and have an opportunity to practice your **presentation skills**.

Grading

The available letters for course grades are as follows:

Percentage	Letter Grade	Grade Point Weight	Description
96-100	A+	4.0	
91-95	A	4.0	Excellent
86-90	A-	3.7	
82-85	B+	3.3	
75-81	B	3.0	Good
72-74	B-	2.7	
68-71	C+	2.3	
63-67	C	2.0	Satisfactory
60-62	C-	1.7	
56-59	D+	1.3	
50-55	D	1.0	Minimal Pass
0-49	F		Failure

Important Notes from Ambrose

It is the responsibility of all students to become familiar with and adhere to Ambrose Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of the course and disrespectful to fellow students and the instructor to engage in electronically enabled activities *unrelated to the class* during a class session. During class, laptops and other hand-held devices should be used for class-related purposes only. The professor has the right to disallow a student to use their hand-held devices in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.