

**University of Massachusetts Dartmouth
Department of STEM Education & Teacher Development**

**EDU 622: Curriculum in its Social Context Syllabus
Fall Semester, 2017, Tuesdays, 5:00 – 7:30 p.m., LARTS Room 119**

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Course Description:

Roles and enactments of curriculum in our schools is examined. Students will critique curriculum through analysis of current and historical events and scholarship. Issues and practices across subjects, grades, and settings will be considered. Students will examine the personal, political, professional, and corporate interests involved in curriculum development from a culturally-responsive perspective.

Course Rationale:

This interactive, student centered graduate course will explore the history and current and future practice in curriculum design, planning, and delivery with special emphasis on the design of interdisciplinary units of instruction from a culturally responsive perspective. The works of Heidi Hayes Jacobs will be discussed and applied to current curriculum thought, practice, and reform. The purpose of the course is to critically examine a new curricular approach that must begin with specific rethinking and examination of choices based on the tension between critical points from our past practice and new challenges for the future (Jacobs, 2010).

Course Outcomes:

Students will understand that:

- Designing and implementing a contemporary curriculum requires active participation from all stakeholders.
- Our current curriculum is basically the same curriculum that was implemented in 1892.
- There are contemporary curriculum design models that reach all learners.
- Successful curriculum design models integrate various content areas.

Students will know that:

- Our contemporary curriculum must provide individuals with the skills and dispositions necessary to engage in lifelong learning and compete in a global economy.

Students will be able to:

- Critically examine the role that curriculum has traditionally played in the classroom.
- Consider questions of what belongs in the curriculum.

- Develop the ability to engage in making curriculum decisions in the context of informed and on-going debate.
- Develop a personal belief statement regarding the role of contemporary curriculum in today's education paradigm.
- Defend a randomly assigned curriculum design in a curriculum tournament.
- Create a curriculum map.
- Create an interdisciplinary unit of instruction and participate in a curriculum convention.

Essential Questions

Participants will explore such essential questions as:

- Is the current public school curriculum preparing students for the 21st century?
- Is the current public school curriculum replacing older methodologies with new tools for communicating and sharing or is the current curriculum primarily focused on the next state test based on outdated textbooks and materials?
- What do we cut from the curriculum?
- What do we keep in the curriculum and who determines this?
- What is the teacher's role in curriculum development?
- Is the current curricular practice and organization of schools designed to address the best interest of learners, or is it running on habit?

Required Materials:

Jacobs, H. H. (2010). *Curriculum 21: Essential education for a changing world*. Alexandria, VA: ASCD.

Schiro, M. S. (2013). *Curriculum theory. Conflicting visions and enduring concerns*. 2nd Edition. Thousand Oaks, California: Sage.

Massachusetts Curriculum Frameworks – available online

Common Core Standards – available online

Recommended Materials:

Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum and assessment K-12*. Alexandria, VA: ASCD.

Jacobs, Heidi Hayes (1989). *Interdisciplinary curriculum: Design and implementation*. Alexandria, VA: ASCD

Wiggins, G. & McTighe, J. (2011). *The Understanding by Design guide to creating high-quality units*. Alexandria, VA: ASCD.

Course Requirements:

As a Team:

- Curriculum Tournament (30 points)
- Contemporary Interdisciplinary Unit of Instruction and Curriculum Convention (40 points)

As an Individual:

- Personal Beliefs Statements Regarding Curriculum (10 points)
- Curriculum Map (10 points)
- Position Paper (10 points)

Description of Course Requirements:

- **Curriculum Tournament (30 points):** Five cooperative learning teams will compete in a Curriculum Tournament to determine the most appropriate curriculum design for contemporary schools. Based on curriculum ideologies each team will be randomly assigned one of the following curriculum design models to defend in the tournament: Standards Based Curriculum (Scholar Academic Ideology), Mastery/Competency Based Curriculum (Learner Centered Ideology), Culturally Responsive Curriculum (Learner Centered Ideology), Programmed/On-Line Curriculum (Social Efficiency Ideology), or Interdisciplinary Curriculum (Social Reconstruction Ideology). To prepare for competition, each team will be required to develop three documents: RAFT for round one; High Powered Defense of the curriculum for round two; and Powerful Reasons for Implementing the Curriculum for round three. Further information regarding the requirements and procedure for each round of competition will be provided during the first class session.
- **Personal Beliefs Statements Regarding Curriculum (10 points):** Participants will prepare a personal beliefs document regarding contemporary curriculum design and practice. Participants may wish to describe their beliefs in each of the following suggested areas: What is curriculum? What is the teacher's role in curriculum? What is the student's role in curriculum? Who should decide whose interest the curriculum serves? What is the role of the community in curriculum? What are your beliefs regarding the main elements of a contemporary curriculum? Other areas??
- **Curriculum Map (10 points):** Participants will prepare a Curriculum Map for a current course or a future course that they will be teaching. Curriculum Mapping is a procedure for collecting data about the actual curriculum of a course using the school calendar as an organizer.

- **Position Paper (10 points):** Participants will research and write a position paper that addresses the following question: Is the current public school curriculum preparing students for the 21st century? Your response should be grounded in the readings and the discussions from the class and should include specific attention to the primary issues raised in the Essential Questions of this course.
- **Contemporary Interdisciplinary Unit of Instruction/Curriculum Convention (40 points):** Cooperative Learning Teams will design a contemporary interdisciplinary unit of instruction for a course that is currently being taught or will be taught in the near future. The unit design will employ the Understanding by Design (UbD) Model, Universal Design for Learning (UDL) Model, and the 4 MAT Model and must be aligned with the Massachusetts Curriculum Frameworks and/or Common Core of Learning. The unit must integrate at least three content areas and must culturally responsive material. Further instructions regarding the unit and convention will be provided during the first class session.

Course Requirements Due Dates

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| • Personal Curriculum Beliefs | September 26 |
| • Curriculum Tournament | October 24 |
| • Curriculum Map | November 14 |
| • Position Paper | November 28 |
| • Interdisciplinary Unit/Convention | December 5 |

Course Modules and Reading Assignments

Module 1: Curriculum History and New Paradigm Curriculum for a Changing World.

In this module participants will discuss and analyze the history, philosophy, ideology, and myths of curriculum design and development. In addition, the major elements necessary for a new curriculum in a rapidly changing education paradigm will be discussed and analyzed. Four interlocking structures (schedule, grouping patterns of learners, grouping patterns of professionals, and space) that are fundamental to implementing a new paradigm curriculum will be presented for discussion.

Reading Assignment: Chapters 1 – 13 in “Curriculum 21” and instructor handouts

Assessment Evidence: Personal Curriculum Beliefs Paper

Module 2: Curriculum Ideologies/Curriculum Design Models.

In this module participants will discuss the four curriculum ideologies (Scholar Academic Ideology, Social Efficiency Ideology, Learner Centered Ideology, and Social Reconstruction Ideology) and analyze the following five curriculum design models (Standards Based Curriculum, Mastery/Competency Based Curriculum, Culturally Responsive Curriculum, Programmed/on-line Curriculum, and Interdisciplinary Curriculum).

Reading Assignment: Chapters 1-6 in “Curriculum Theory” and instructor handouts

Assessment Evidence: Curriculum Tournament

Module 3: Mapping the Curriculum. In this module participants will study, discuss, analyze and prepare a curriculum map for a current or future course that they will be teaching. In addition, the procedures for curriculum mapping will be presented.

Reading Assignment: Instructor handouts

Assessment: Curriculum Map

Module 4: Using UbD, UDL, and 4 MAT as the Mechanisms for Curriculum Design and Delivery. In this module participants will study, discuss, and analyze the following contemporary models for curriculum design and delivery: Understanding by Design, Universal Design for Learning, and 4 MAT System for Teaching and Learning.

Reading Assignment: Instructor handouts

Assessment Evidence: Position Paper

Module 5: Preparing an Interdisciplinary Unit of Instruction. In this module participants will study, discuss, and analyze the step-by-step approach for developing integrated units of study. In addition, participants will create a contemporary interdisciplinary unit of instruction and study the various design models for an integrated curriculum.

Reading Assignment: Instructor handouts

Assessment Evidence: Interdisciplinary Unit and Curriculum Convention

Schedule of Class Meetings and Topics for Discussion:

September 12	Course Syllabus/Requirements, Formation of Teams, Curriculum Ideologies
September 19	Module 1: Curriculum History and New Paradigm Directions
September 26	Module 2(a): Standards Based Curriculum
October 3	Module 2(b): Programmed/On Line Curriculum
October 10	Module 2(c): Mastery/Competency Based Curriculum and Culturally Responsive Curriculum
October 17	Module 2(d): Interdisciplinary Curriculum
October 24	Curriculum Tournament
October 31	Team Meetings/Research
November 7	Module 3: Mapping the Curriculum Workshop
November 14	Module 4: Models for Curriculum Design and Delivery

November 21	Module 5: Preparing the Interdisciplinary Unit of Instruction
November 28	Module 5: Preparing the Unit Continued
December 5	Interdisciplinary Units of Instruction Convention

Guidelines & Policies

- Assignment Format: All written assignments should be completed using a file format that can be recognized by Microsoft Word. Your responses should be typed, double spaced, using a 12-point font and 1-inch margins unless otherwise instructed.
- Electronic Devices: Please silence your electronic devices during our class meetings. If you must answer your phone, please step out into the hallway so you do not disturb others in the class.
- Plagiarism: You are expected to abide by the Academic Integrity policy of UMass Dartmouth. It can be read in its entirety here: <http://www.umassd.edu/studenthandbook/academicregs/ethicalstandards.cfm>. It includes discussion of the university's policy on academic dishonesty, including plagiarism.
- Incompletes: The Department of STEM Education and Teacher Development follows UMass Dartmouth guidelines, which say that an Incomplete can only be given in exceptional circumstances. If you believe you have reason to receive an Incomplete, you must make such a request no more than 48 hours after the conclusion of the last class meeting of the semester. You must be passing the course for your request to be considered. If you are granted an Incomplete and you do not complete the work of the course within one year, the grade will become an F(I).
- Syllabus Changes: This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. Such changes may be made to adjust the course for progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.
- Communication: Consistent with UMass Dartmouth policies, you are responsible for all emails sent to your UMass Dartmouth email account. That address will be the primary means for communication throughout the course.
- Academic Support: Please see Center for Access and Success regarding information about available academic support services, including services for learning and physically disabled students.
- Trigger Warnings

What follows is a statement about Trigger Warnings that was discussed and voted on by the Faculty Senate at UMass Dartmouth in Spring 2015:

- o The purpose of a university is to disseminate information, as well as to explore a universe of ideas, to encourage diverse perspectives and robust expression, and to foster the development of critical and analytical thinking skills. In many classes, including this one, students and faculty examine and analyze challenging and controversial topics.

- UMass Dartmouth, following national guidance from the Office of Civil Rights, requires that faculty follow UMass Dartmouth policy as a “mandated reporter” of any disclosure of sexual harassment, abuse, and/or violence shared with the faculty member in person and/or via email. These disclosures include but are not limited to reports of sexual assault, relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform the University’s Title IX Coordinator in the Office of Diversity, Equity and Inclusion at [508-999-8008](tel:508-999-8008) to help ensure that the student’s safety and welfare is being addressed, even if the student requests that the disclosure not be shared.
- If a topic covered in this class triggers post-traumatic stress or other emotional distress, please discuss the matter with the professor or seek out confidential resources available from the Counseling Center, <http://www.umassd.edu/counseling/>, [508-999-8648](tel:508-999-8648) or - 8650, or the Victim Advocate in the Center for Women, Gender and Sexuality, <http://www.umassd.edu/sexualviolence/>, [508-910-4584](tel:508-910-4584). In an emergency contact the Department of Public Safety at [508-999-9191](tel:508-999-9191) 24 hrs./day.
- For confidential counseling support and assistance, please go to <http://www.umassd.edu/sexualviolence/>

Mission statement:

The Department of STEM Education and Teacher Development is committed to the preparation of educators who have a sensitivity toward multicultural issues, an awareness of the particular concerns of urban education, knowledge of the unique needs and styles of individual learners, and a conscious knowledge of the role of schools in promoting social justice in the 21st Century. Our mission is to deliver clearly defined teacher preparation programs at the post baccalaureate and graduate levels. In addition to a rigorous preparation in subject-matter fields, teacher candidates develop their ability to apply pedagogical theory to practice and reflect on the complexities inherent in their craft.

The Conceptual Framework of the Department of STEM Education & Teacher Development:

The conceptual framework of the Department is based on developing Reflective Practitioners, through the development of:

- Integrating & Applying Knowledge
- Bridging Theory to Practice
- Responding to Diversity
- Democratizing Access for All
- Practicing as a Professional



We view teaching as a profession and see teachers as scholars and lifelong learners.

Massachusetts Professional Standards for Teachers

(1) Curriculum, Planning, and Assessment standard: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

(a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

(b) Assessment indicator: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.

(c) Analysis indicator: Analyzes data from assessments, draws conclusions, and shares them appropriately.

SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

SEI Indicator (c) Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.

(4) Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

(a) Reflection indicator: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

(b) Professional Growth indicator: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experiences to assume different instructional and leadership roles.