**Ontario Institute for Studies in Education / University of Toronto**

**EDU 1260**

**Intermediate/Senior Politics**

**2010 – 2011**

**Curriculum Design Project**

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| **OVERVIEW** |

**Expectation**

Co-operative planning teams (groups of 4) design a unit plan with a developed culminating activity for the Civics (CHV2O) or Canadian and World Politics (CPW4U) course (ideally a unit you may teach during practicum). This unit is designed around an authentic performance task and incorporates a variety of inclusive and differentiated teaching/learning strategies that engage all students. The unit will include a scope/sequence of content and skills that address achievement chart categories and a range of assessment tools that address the unit’s enduring understandings and essential questions.

**Rationale**

Thoughtful unit design is a key planning strategy that ensures teacher candidates concurrently learn curriculum expectations and meet the needs of a variety of learners. In this assignment candidates experience the ‘backward planning’ (or Understanding by Design) approach, currently regarded as one of the more effective approaches to curriculum design. By collaborating with colleagues, candidates also experience creative ways to efficiently integrate team planning styles, curriculum expertise, and resources.

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| **PROJECT ELEMENTS** |

1. **Common Format Title Page**

* *The Course Title* - eg. Civics
* *The Course Code -*  eg. CHV2O
* *Unit Title* - as provided from the profile OR you may choose to create your own
* *Name of author* - team member’s names
* *Date of completion* - due Feb 22nd

1. **Table of Contents**

* On a separate page, list Headings/Subheadings (1-8 below, in order)
* *Note: #1-6 are done as a team FIRST, after which each team member completes #7 for individual credit.*

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1. **Instructional Design**

* Provide your group’s completed Understanding by Design Unit Template (**Appendix 1**) as a means to demonstrate the overall coherence of your unit, as well as your collective knowledge of the design down process.

1. **Differentiation and Inclusive Practice**

Respond to the following questions in no more than 2 pages:

* How does the unit differentiate for Student Interest, Readiness, and Learning Profile?
* How will teaching and learning, as well as assessment/evaluation strategies be differentiated across Product, Process, Content, and Environment?
* How does the unit align with the transformation and/or social action stages of the James Banks Continuum?

1. **Unit and Culminating Activity Overview**

The Unit Overview provides a written account (one or two paragraphs) that:

* situates and explains the location of the unit within the course, and;
* describes the purpose and content of the unit, focusing on the rationale as to why the topics, skills, themes are important for the adolescents taking this course to learn.

The Culminating Activity Overview provides a written account (one paragraph) that:

* situates and explains the purpose of the culminating activity in relation to the overall unit and the enduring understandings that emanate from it.

1. **Unit Expectations Chart**

Adopting the design-down approach requires your team to come to an agreement about:

* the enduring understandings (EUs) for the unit (3-4 statements);
* the essential questions that need to be unpacked to learn the enduring understandings;
* 3 – 5 overall expectations for the unit, and;
* specific knowledge and skill expectations.

NOTE: For overall and specific expectations include the full description. E.g. “c*ompare the impact of various types of non-violent citizen participation (e.g. advocacy, community service, voting, serving on juries) in resolving public issues in Canada.”*

Select the *overall* and *specific* expectations from the Ministry of Education Guidelines and present the nuggeted points above in chart form as suggested in **Appendix 2** (the expectations should be grouped to reflect relationship with the enduring understandings).

1. **Unit Assessment and Evaluation Plan**

In chart form, create a Unit Assessment and Evaluation Plan that lists in order: Activity Title, Time, Overall Expectations, Essential Questions, Student Tasks, Assessment Strategies/Tools (e.g. Journal, observation) indicating A*for*L, A*as*L, A*of*L. See **Appendix 3** for further details.

1. **Unit Culminating Activity**

#### Include a detailed and self-contained unit culminating activity (CA), using the GRASP test (Goal, Role, Audience, Situation, Product or Performance), which allows students to demonstrate the most enduring/important expectations in the unit by addressing these aspects:

* **CA Description** – a concise summary statement of what is at the heart of your CA
* **CA Expectations** – Enduring Understandings and Overall Expectations from the guidelines
* **CA Major Details** – create a teacher section (i.e.: planning notes with key steps, lesson sequence, tips, etc.) and a student section (i.e. assignment handout page, key organizers, sample activity sheets, etc.)
* **CA Evaluation** – create all major evaluation tools, include at least one rubric for the central task

1. **Learning Activities**

This section includes at least one activity created individually by each team member that would enable students to acquire the learning expectations in the Enduring Understandings and Unit Expectations Chart. It is essential that the introductory activity to the unit be completed as part of the above requirement, i.e. one team member will be responsible for creating thus activity. Each activity will follow a common template outlined in **Appendix 4**.

All aspects of this plan should be described in sufficient detail so that a person teaching the course for the first time could follow your instructions with minimal assistance.

In addition, each team member will select an instructional focus for their activity. Some possibilities include: ICT, Inquiry Method, Critical Thinking, Literacy, ELL, Controversial Issues, Community Resources, Cooperative Learning, Current Events, etc.).

Review two quality resources in relation to your instructional focus and write a 300-500 word reflection that answers the following questions:

* What are the implications for student learning of this focus?
* What are the strengths, limitations, and challenges for classroom practice?

Source and reference the selected articles appropriately. These reflections will be attached in a separate Appendix at the end of the Unit.

1. **Resource Recommendations**

Provide bibliographic details and a brief annotation for each of the resources consulted in preparing the unit. These could include:

* student texts
* teacher texts
* journal articles
* primary documents
* artifacts
* kits
* films and videos, audio tapes, records, CD's, etc.
* websites
* computer programs, CD-ROM, etc.
* field studies/trips
* guest speakers

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| **THE HARD FACTS: TIME-FRAME & EVALUATION** |

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| Electronic submission outlining Group members and Course and Unit/Theme | January 7th |
| Stage 1 of Understanding by Design Unit Template | January 14th |
| Draft Unit Culminating Activity with Rubric | January 28th |
| Unit Design Consultations – Attend Only In Your Time Slot | February 4th |
| Team Planning and Work Period | February 8th |
| Hand in one copy of finished product | February 22nd |
| Presentation of unit at Board Curriculum Conference  Time: 10 minutes  Present: a favourite learning strategy/activity from the unit  Display: Key resources that would be of assistance to your colleagues | February 22nd |

**Final Submissions**

1. Hand in one copy of your unit to your instructor. This will **not** be returned, so be sure to retain at least one copy for your own use.
2. Upload one electronic version of your unit to the Curriculum Design Blog located on the Politics Blackboard.
3. Complete a “Who Did What” sheet (**Appendix 5**) and attach in hard copy to your unit submission.

Class time will be provided to plan, complete and/or review individual elements with team members. Ongoing formative assessment will be conducted throughout each session.

Peer, self, and instructor based assessment will be employed. The rubric for the entire curriculum development project will be collectively reviewed for student input.