

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 02/02/2021 Date revised \_\_\_\_\_

4. Department/discipline: Education

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Curriculum and Instruction  
Abbreviated course title for Transcripts (25 characters or less): Curr and Instr

7. Course Designator: EDU 8. Course Level: 4101

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

This course examines curriculum and instruction through the lens of best practice instruction. Students will explore theories, methods, and procedures in the development of curriculum and instructional practices through the use of standards-based education. Research based practices will be taught and utilized to improve K-6 student learning in a school setting that supports the diverse needs of its students. Formal and informal assessments will be developed according to their lessons. The students will complete 20 hours in an elementary classroom.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): Successful admittance into the Elementary Education Teacher program  
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Redman, J. A., & Anderson, M. G. (2017). *Teacher as a decision maker: Curriculum, instruction, and assessment*. Dubuque, IA: Great River Learning.

14. **Course Content** (Provide an outline of major topics covered in course)

1. Creating Good Schools
2. Enhancing Teaching and Learning
3. Indigenous and Diverse Student Needs
4. Investigating Curricular Concepts and Foundations
5. Historical Perspective of Curriculum Development

6. Curriculum Development Process
7. Development of Performance Expectations and Unpacking Standards
8. Designing Quality Curriculum
9. Theories in Learning
10. Teaching and Learning Plans
11. Mastery Learning and Teaching
12. Field Experience to Observe Topics Covered
13. Reflections of Field Experience

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Examine the historical and theoretical perspective of curriculum development and the impacts on student learning from a western and Indigenous perspective.	A, C, D	3
Demonstrate the curriculum development process; that includes performance expectations and unpacking standards as a part of instruction.	A, B, C	5
Compare quality curriculum models and design curriculum that meets the needs of all students.	A, C, D	1
Present and relate theories of learning when researching, developing, and presenting lessons to all students.	A, B, C	1
Deconstruct mastery learning and teaching to	A, B, C, D	

create a learning environment that is suited for all learners.		
Design lessons that are inclusive and supports Indigenous and other diverse learners needs.	A, B, C, D	

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

Yes  No

Appendix A

**MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)**

Subpart 3. **Standard 2, student learning.** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

- 3A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
- 3G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking; and
- 3H. demonstrate knowledge and understanding of concepts related to technology and student learning.

Subpart 4. **Standard 3, Diverse Learners:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

- 4I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;
- 4K. identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;
- 4L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;
- 4M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;
- 4Q. develop a learning community in which individual differences are respected;

Subpart 5. **Standard 4, Instructional Strategies:** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.

- 5A. understand Minnesota's graduation standards and how to implement them;
- 5D. nurture the development of student critical thinking, independent problem solving, and performance capabilities;
- 5E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;
- 5F. design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;
- 5G. use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem-solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
- 5H. monitor and adjust strategies in response to learner feedback.
- 5I. vary the instructional process to address the content and purposes of instruction and the needs of students;
- 5J. develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking;
- 5L. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

Subpart 6. **Standard 5, learning environment.** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

6K. **use** different motivational strategies that are likely to encourage continuous development of individual learner abilities;

6L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;

6M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;

6O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;

6P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;

Subpart 8. **Standard 7, planning instruction.** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

8A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;

8B. plan instruction using contextual considerations that bridge curriculum and student experiences;

8C. plan instructional programs that accommodate individual student learning styles and performance modes;

8D. create short-range and long-range plans that are linked to student needs and performance;

8E. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;

8F. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including: activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;

Subpart 9. **Standard 8, assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

9F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;

Subpart 10. **Standard 9, reflection and professional development.** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

10C. understand the influences of the teacher's behavior on student growth and learning;

10J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback

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