



DEPARTMENT OF EDUCATION

COURSE OUTLINE – Fall 2026

ED3700 Introduction to Secondary School Curriculum and Instruction – 3(3-0-0) 45 Hours for 9 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Métis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR:	Ms. Lisa Helm	START DATE:	2026-09-02
E-MAIL:	lhelm@nwpolytech.ca	END DATE:	2026-11-06
CLASS TIME:	Monday & Wednesday, 8:30 AM – 10:50 AM	W/D DATE:	2026-10-28

CALENDAR DESCRIPTION:

This course introduces unique approaches to teaching and learning in Secondary Schools. Students will be introduced to major constructs of curricula, instructional strategies, and assessments related to secondary teaching. The course will also focus on contemporary issues in teaching in a secondary setting and approaches to engaging adolescent youth in an equitable and inclusive manner.

PREREQUISITE(S): ED2550

REQUIRED MATERIALS:

Capel SA, Leask M, Turner T. *Learning to Teach in the Secondary School : A Companion to School Experience*. 6th ed. Routledge; 2013.

Marzano Roberta J., Debra J. Pickering and Jane E. Pollock . Classroom Instruction that Works. Research Based Strategies for Increasing Student Achievement.2001 Association for Supervision and Curriculum Development.

DELIVERY MODE(S):

Lecture

LEARNING OUTCOMES:

Alberta Teaching Quality Standard (TQS)

The Bachelor of Education program prepares students for Interim Professional Certification with Alberta Education. Learning Outcomes support students to begin demonstrating competencies and indicators of the Alberta Teaching Quality Standard.

Through the completion of ED3700, students will:

1. Develop and demonstrate an understanding of the constructs of the Alberta Education Program of Studies of chosen field focusing on the “front matter” (Rationale/Philosophy, Program Vision, Goals and Program Foundations).
2. Develop and demonstrate an understanding of Alberta Education student competencies.
3. Develop an understanding of The Teaching Quality Standard.
4. Investigate contemporary issues of teaching in secondary education, focusing on understanding and resolution.
5. Explore research in approaches to engage secondary students in an equitable and inclusive manner.
6. Broaden awareness of various feedback and assessment strategies (both formative and summative).
7. Explore various Instructional strategies (individual, cooperative) as well as various questioning strategies.
8. Investigate current research in pedagogical and assessment strategies for teaching in secondary classrooms.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>.

**** For courses with alpha (letter) grading, a grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**



Assignments	Outcomes	Weight	Date
Assignment 1: Personal Evaluation of Program of Studies and Student Competencies	- Develop and demonstrate an understanding of the constructs of the Alberta Education Program of Studies of your chosen field, focusing on the “front matter” (Rationale/Philosophy, Program Vision, Goals, and Program Foundations). - Develop and demonstrate an understanding of Alberta Education student competencies.	20%	Sept. 21, 2026
Assignment 2: Front Matter and Student Competencies	- Develop and demonstrate an understanding of Alberta Education student competencies. -Develop and demonstrate an understanding of the constructs of the Alberta Education Program of Studies, focusing on front matter. - Explore various instructional techniques.	20%	Oct. 5, 2026
Assignment 3 Group Project: Designing the Ideal Classroom:	- Explore various classroom management strategies - Explore various instructional strategies - Explore instructional techniques that fit with Indigenous Education - Explore approaches in the curriculum that engage students in an inclusive manner.	25%	Oct. 19, 2026
Participation:	- Needed to successfully complete each outcome of the course.	5%	Nov. 4, 2026

Final Assignment: Research Paper	- Investigate contemporary issues of teaching in secondary education, focusing on understanding and resolution. - Explore research in approaches to engage secondary students in an equitable and inclusive manner.	30%	Nov. 4, 2026
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GRADING CRITERIA

Please note that most institutions will not accept your course for transfer credit **IF** your grade is less than C-.

Grading Chart for courses with Alpha Grading:

To progress in the Bachelor of Education program, students must achieve a minimum grade of C- in all Education (ED) courses. Any grade below C- does not meet the passing requirement and will require the student to repeat the course.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	67-69
A	4.0	85-94		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Lessons in this course will be delivered using instructional strategies that can then be transferable to classroom use.

The focus of each week will be centred around finding the answers to posed Essential Questions centred around course Learning Outcomes.

Week	Focus	Outcome(s) Addressed	In-Class Learning Activities	Required Reading and Lecture Resources
1	What is the purpose of the	Outcome 1	-reading	<i>Various programs of</i>

	front matter of a program of studies? How can the construction and content of the Program of Studies help in our course delivery? Does the front matter effectively address the various needs of students, and does it directly address indigenous students? What is curriculum, and how are outcomes organized (skills, processes, ideas, understandings)?		-class discussion -reflection -analysis -exit slip	study. <i>Curriculum guides of various secondary subjects.</i>
2	What is the purpose of the Teaching Quality Standards? Question Focus: Quality teaching occurs when the teacher's ongoing analysis of the context and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning for all students.	Outcome 3	-review -reading -class discussion -reflection -exit slip	<i>Materials needed: copy of Teaching Quality Standard</i> <i>Rheame, J., Spencer, B. L., Donlevy, J. K., Gereluk, D., & Brandon, J. (2018). Alberta's New Teaching Quality Standard and Its Implications for Teacher Education. The Journal of Educational Thought (JET), 51(2), 162–183.</i>
3	What is the purpose of Alberta Education student competencies? Do they seem relevant in today's world?	Outcome 2	-evaluation of competencies -reading -small group discussion -reflection -exit slip	<i>Materials needed: copy of Alberta Education Student Competencies</i>
4	Techniques to Engage Students, including Indigenous students. Essential Question: What instructional techniques are both engaging to students and effective in teaching curricular outcomes? Discuss the effectiveness of	Outcomes 5, 7	-review -small group discussion -class discussion -reflection -exit slip	<i>Marzano Handbook for Classroom Instruction That Works (Marzano Section: 1)</i>

	planning around essential questions; reflect on teacher confidence in subject matter. Formal introduction to Socratic Discussion — what does it look like in your subject matter, and what strategies fit with Indigenous Education?			
5	Classroom strategies (organization and management) to optimize student learning. Essential Question: What does an effective classroom look like in terms of arrangement and atmosphere? What are the teacher routines? Student routines? What do you notice about the teacher-student relationship?	Outcomes 7, 8	-review -freewrite -Socratic discussion -reflection -exit slip -companion research task (Outcome 8): students locate one recent (current) study that supports or challenges a Marzano strategy from this week's reading	<i>Reinforcing Effort and Providing Recognition (Marzano section 3)</i> <i>Learning Groups (Marzano Chapter 6)</i> <i>Suggested example sources for the research task: a 2025 systematic review of pedagogical strategies in secondary STEM classrooms; a 2024–2025 review of formative assessment practice in secondary schools</i>
6	Investigate contemporary issues focusing on understanding and resolution. Essential Question: What issues are at the forefront of education at present?	Outcome 4	-reading -small group discussion -reflection -exit slip	<i>Journal of Contemporary Education, the University of Alberta</i> <i>Education in Canada Fraser Institute</i> <i>Education in Canada: Life in Schools</i>
7	What approaches in curriculum can we take to engage students in an inclusive manner?	Outcome 5	-reading -evaluating -small group discussion	<i>Marzano and Learning to Teach in Secondary Schools</i> <i>Suggested addition: People for Education</i>

			-exit slip	(2018). <i>What Matters in Indigenous Education: Implementing a Vision Committed to Holism, Diversity and Engagement</i>. <i>Suggested addition:</i> Louie, D. W., & Prince, L. (2023). <i>Achieving equity in graduation rates and other indicators of success for Indigenous learners in Canada</i>. <i>Canadian Journal of Education</i>, 46(1), 1–32.
8	What are the different types of assessment and what role does each place in student learning? What is the difference between formative and summative assessment?	Outcome 6	-reading -application -discussion -exit slip -optional: echo the Outcome 8 research task here with an assessment-strategy focus	<i>Suggested addition (none currently listed):</i> Black, P., & Wiliam, D. <i>Inside the Black Box: Raising Standards Through Classroom Assessment</i>. <i>Suggested addition:</i> Parmigiani, D., et al. (2026). <i>Self- and peer-assessment in upper secondary schools</i>. <i>British Educational Research Journal</i>.
9	The School, Curriculum and Society: Essential Question: what connections can you see between curriculum, the school community and society as a whole?	Outcome 1	-review -reading -class discussion	<i>Learning to Teach in the Secondary School: Aims of Education 7.1 and 7.2</i>

STUDENT RESPONSIBILITIES:

Attendance

This course is organized in such a way that the learning from lectures, class discussions, and class activities must be utilized for the successful completion of assignments. In other words, as with any learning/classroom experience, the information and skills learned in class will be applied and assessed. Regular attendance is needed for the successful completion of this course. If a student is unable to attend, they **MUST** acquire course notes from a colleague to stay informed.

Also, the most impactful way of learning is through discussion. There will be several occasions when you will be required to prepare reading for future discussions and/or activities that will take place in class.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

****Note:** all Academic and Administrative policies are available on the same page.

Expectations for Student Use of AI Tools in ED3700:

You may be asked to use Generative AI tools in this course. AI use will, however, be dependent on assignment and assessment requirements. Please follow all assignments' task-specific directions and guidance as provided.

Learning to use AI tools well will take time and practice, so be proactive and set aside some time to 'play' with AI tools used in this class. Since AI Literacy is an emerging skill (for instructor and student), we will experiment together to discover how best to use them for our academic work and learning.

Familiarize yourself with their strengths and weaknesses. Since many of these tools are prone to fabrication (factual inaccuracies); don't trust their outputs. Assume they may contain errors unless you either know the answer or can confirm it using another source. You will be responsible for any errors or omissions provided by the tool that you fail to identify and resolve.

Important: AI is a tool, but one that you need to transparently and honestly acknowledge when using. In addition to standard reference and citation expectations (APA), please always include a reflective statement in any assignment that uses AI. Explain what you used the AI for and what prompts you used to get the results. Failure to do so may be considered an act of academic misconduct and a violation of academic integrity.