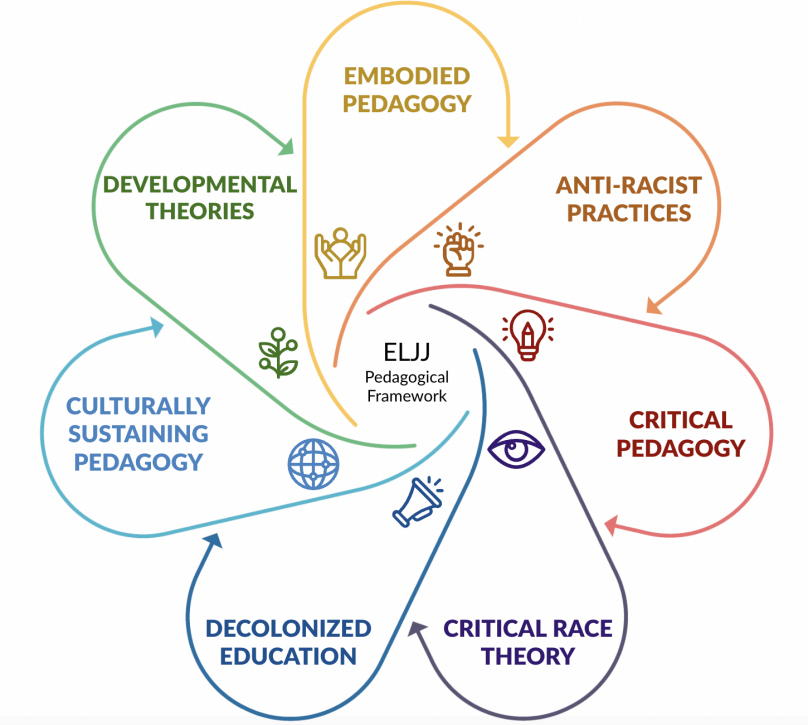
MILLS COLLEGE | Northeastern University

EDUT 6119
Curriculum & Instruction 2 – Single Subject, Humanities



FALL SEMESTER

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

Credit: 2 Semester Hours

Instructor:
Telephone:
Email:
Office Hours:

Room:
Time:

Course Description

Introduces teaching, learning, and curriculum in the secondary humanities classroom. Focuses on planning curriculum and instruction and preparing to become a justice- and liberation-oriented educator. Seeks to ensure that student teachers/teacher candidates have a foundational body of knowledge about theory

and practice with regard to curriculum and instruction. This is the second of a three-course sequence. The course will address the following TPEs: 1.3, 1.4, 3.1, 3.2, 4.3, 5.1, 5.2, 7.9.

ELJJ Goals

We aim to prepare teachers who have the disposition and skills necessary to gather empirical evidence needed to examine and evaluate curricula, pedagogies, and assessment for justice, inclusion, transformation, and liberation. We also want to be sure that ELJJ teachers can build on their students' and their own assets to ensure that growth and learning is developmentally appropriate and healing. We expect teacher candidates in our program to identify ideologies and inequities from a critical perspective and work toward dismantling them and foster conditions that are fair and equitable. Finally, we see ourselves as a community who appreciates our shared experiences and vision to change education for the better and enjoys our collaborative work. By the end of this course, the students should be able to demonstrate their achievement toward the goals through a set of Measurable Criteria as listed following each goal:



Goal 1. Safety, Wellbeing, and Care

a. 1. Value and aim to ensure the safety and wellbeing of every student as well as colleagues in ELJJ (and other programs).

b. 2. Actively create a space that welcomes, includes, nurtures, and appreciates students of all backgrounds.

c. 3. Creates and maintains a safe working and community environment for students, colleagues, and self.

d. 4. Recognize that teaching is inherently moral and guided by an ethic of care.



Goal 2. Culturally-sustaining, anti-racist teaching

a. Recognize that one's positionality (i.e., gender, race, sexual orientation, socioeconomic background) and life experiences biases our lens in how we one sees others, particularly those who come from vastly different positions.

b. Demonstrate interest in learning with and from others, especially those from historically marginalized communities and who are not in positions of power.

c. Purposely seek out the perspectives of those from nondominant backgrounds (i.e., people of color, undocumented, materially privileged, LGBTQAII).

d. Practice intentional listening, making space for marginalized voices, in classrooms and community settings.

e. Focus on how (not if) privileged parts of one's identity shape life and teaching practice.

Course Goals

1. **Study and Application:** Participants will delve into the foundational theories, principles, and practices of curriculum and instruction within diverse educational contexts. They will:Develop and implement a comprehensive unit plan tailored to secondary humanities education. Integrate inclusive and equitable instructional practices that address varied learning needs and align with academic standards.
2. **Discussion and Engagement:** Throughout the course, participants will: Actively engage in discussions anchored on assigned readings, grappling with the challenges they present. Navigate the intricacies of curriculum design and instruction, with a particular focus on inclusive, equitable practices.Demonstrate respectful and constructive engagement with peers and actively contribute to class activities.
3. **Reflection:** A cornerstone of the course is the emphasis on introspection and critical analysis of one's teaching methodologies. Participants will: Reflect critically on their teaching practices, discerning strengths, pinpointing areas for growth, and formulating subsequent action plans. Examine how personal positionality impacts their teaching and use reflexivity to comprehend their ideological evolution molded by schooling and socialization.
4. **Justice and Liberation:** This course encourages participants to (a) immerse themselves in the concepts of justice and liberation within the educational sphere; (b) embrace teaching methods that actively counteract oppression, championing a humanized approach in classrooms, schools, and communities; (c) seamlessly incorporate justice and liberation ideologies into daily teaching practices, fostering learning environments that confront and dismantle predominant ideologies and inequalities.
5. **Comprehensive Classroom Management:** Going beyond curriculum design, participants will also: Conceive a thorough classroom management blueprint, embodying the tenets of justice- and liberation-oriented education, and integrating pertinent TPEs. Use effective methods to cultivate a caring, supportive, nurturing, and rigorous classroom community.
6. **Experiential Learning:** Participants will have an opportunity to (a) simulate teaching scenarios, applying learned strategies, reflecting the aforementioned TPEs, and obtaining constructive feedback from peers and the course instructor; (b) apply socially just teaching and learning approaches that subvert prevailing ideologies, transforming both attitudes and behaviors.

CA Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning educators learn in their teacher preparation program. These are can be found in detail here (TPEs 1-6) and here (TPE 7):

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

TPE Mapping:

Week 1: ***Introduction and Building Community for Justice-Oriented Education***
Content/Readings: Introduction to justice- and liberation-oriented education, "Teaching to Transgress" by bell hooks (Chapters 3 and 4).
TPEs Introduced: 1.3, 1.4, 3.1
Workshop/Theme: Introduction and Building Community for Justice-Oriented Education.
TPEs Practiced: 1.3, 3.1
Assignments/Tasks: Humanizing Education Log Entry #1.
TPEs Assessed: 1.3, 3.1

Week 2: ***Ethnic Studies, Curriculum Planning, and Lesson Design***
Content/Readings: "Justice-oriented citizenship education: Tensions in classroom practice" by E. Martell, et al. (2022) and other articles related to Ethnic Studies.
TPEs Introduced: 1.3, 1.4, 3.1, 3.2, 4.3
Workshop/Theme: Ethnic Studies, Curriculum Planning, and Lesson Design.
TPEs Practiced: 3.2, 4.3
Assignments/Tasks: Humanizing Education Log Entry #2, Revision of unit plan.
TPEs Assessed: 1.3, 3.2, 4.3

Week 3: ***Classroom Management, Justice-Oriented Education, and Assessments***
Content/Readings: "The Dreamkeepers: Successful Teachers of African American Children" by Gloria Ladson-Billings (Chapter 6) and other readings on Classroom Management and Justice-Oriented Education.
TPEs Introduced: 1.3, 1.4, 3.2, 5.1, 5.2
Workshop/Theme: Classroom Management, Justice-Oriented Education, and Assessments.
TPEs Practiced: 1.3, 1.4, 5.1, 5.2
Assignments/Tasks: Humanizing Education Log Entry #3, Teaching Practice edTPA Scaffolding. Justice Oriented Unit Plan
TPEs Assessed: 1.3, 3.1, 3.2, 4.3, 5.1, 5.2, 7.3, 7.7, 7.9

Week 4: ***Finalizing Plans, Self-Care in Teaching, and Final Presentations***
Content/Readings: "Classroom management and the learning environment" by E.T. Emmer and C.M. Evertson, in Handbook of Classroom Management: Research, Practice, and Contemporary Issues (2nd Edition) and other readings related to Classroom Management.
TPEs Introduced: 1.3, 1.4, 7.9
Workshop/Theme: Finalizing Plans, Self-Care in Teaching, and Final Presentations.
TPEs Practiced: 1.3, 1.4, 7.9
Assignments/Tasks: Humanizing Education Log Entry #4. Ensure all assignments are submitted.
TPEs Assessed: 1.3, 1.4, 7.9

Course Policies

Attendance and Participation: Given the interactive nature of this course, attendance and active participation are vital for your learning. Students are expected to attend all synchronous sessions and engage in asynchronous activities. If you cannot attend a synchronous session, please notify the instructor in advance.

Late Assignments: Late assignments will be accepted with a penalty of 10% per day late. No assignments will be accepted more than one week past the due date unless extenuating circumstances exist, and arrangements have been made with the instructor.

Academic Integrity: This course adheres strictly to the university's policy on academic integrity. Plagiarism, or any form of cheating, will not be tolerated and will result in a failing grade for the assignment or the course, and possible further disciplinary action.

Respect and Inclusivity: Our classroom is a place of learning and respectful dialogue. Demeaning, hostile, or inappropriate behavior will not be tolerated. It is important that we maintain an environment of respect and inclusivity where all voices can be heard and all perspectives valued.

Accessibility: If you need accommodations due to a disability, please contact the university's accessibility services as soon as possible. I am committed to providing an accessible learning environment for all students.

Communication: Please use your university email for all course-related communications and expect a response within 48 hours during weekdays. For urgent matters, please use the subject line "Urgent: [Your Name]".

Technology Use: In our hybrid course model, technology will be central. Please ensure you have reliable access to a computer and internet connection. If you face difficulties, inform your instructor as soon as possible. During synchronous sessions, please keep your microphone muted when not speaking and use the chat function for questions or comments, unless otherwise instructed.

Remember, course policies are designed to ensure a positive and productive learning environment for all students. Failure to adhere to these policies may impact your course grade.

University Policies

Academic Integrity
A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire

University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors. Go to http://www.northeastern.edu/osccr/academic-integrity-policy/ to access the full academic integrity policy.

Diversity and Inclusion
Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. Please visit http://www.northeastern.edu/oidi/ for complete information on Diversity and Inclusion

TITLE IX
Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

Northeastern University Online Copyright Statement
Northeastern University Online is a registered trademark of Northeastern University. All other brand and product names are trademarks or registered trademarks of their respective companies.

This course material is copyrighted and Northeastern University Online reserves all rights. No part of this publication may be reproduced, transmitted, transcribed, stored in a retrieval system, or translated into any language or computer language, in any form or by any means, electronic, mechanical, magnetic, optical, chemical, manual, or otherwise, without the express prior written permission of Northeastern University Online.

Copyright 2021 © by Northeastern University Online All Rights Reserved

Campus Support Services

This section provides an overview of the broad range of support services available to students at Northeastern University and Mills College at Northeastern University. Students have access to numerous services to ensure their successful university journey.

Learner Experience, Support, and Resources:

- Office for University Equity and Compliance
- University Health and Counseling Services
- Office of Diversity, Equity and Inclusion
- Center for Leadership, Equity, and Excellence
- Career Design
- Library Services
- Student Access and Support Services Office | Accommodations, Writing and Tutoring Center
- Connect To Tech: Information Technology Services
- Student Financial Services | Financial Aid and Accounts

Course Materials

Materials posted to Canvas are for class use and may not be duplicated, sold, or distributed. Students may download and print information for personal use as a student in the class. This is consistent with Fair Use under intellectual property protection.

Required Readings: This course requires no textbook. All readings and related materials will be posted on the course's Canvas site.

Assignments

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

1. Justice-Oriented Unit Plan (**30%** of final grade): Students will create a curriculum unit plan for a subject within their humanities discipline, incorporating principles of justice- and liberation-oriented education. The unit plan should include:
    a. A brief overview of the unit, including the topic, grade level, and the duration of the unit (number of weeks).
    b. Clear objectives aligned with the state standards and the TPEs addressed by the course.
    c. Lesson plans for each week of the unit, each including:
    d. Detailed learning activities.

e. Materials needed.
f. Formative and summative assessments.
g. An explanation of how the unit promotes justice- and liberation-oriented education

This analytic rubric will be used to evaluate your work.

2. Teaching Practice edTPA Scaffolding (**30%** of final grade): Candidates will teach one of the lessons from their unit in preparation for their edTPA teaching event. Emphasis should be on promoting student discourse about their mathematical or scientific thinking, catering to diverse learners, and incorporating formative assessments. For the final lesson, design a summative assessment. Record teaching sessions, selecting a 10-minute continuous clip (or two clips totaling 10-15 minutes) for class presentation. Conclude with a presentation that encompasses a summary of the lessons, the chosen clip, and an analysis of the teaching experience. Feedback will be provided by the cohort.

3. **Classroom Management Plan (20%** of final grade): Students will develop a detailed classroom management plan that supports justice- and liberation-oriented education. The plan should include:
   a. A statement of philosophy about classroom management.
   b. A list of classroom rules and procedures, and an explanation of how these will be communicated to students.
   c. Strategies for promoting a positive classroom environment.
   d. A plan for responding to classroom disruptions or behavior issues.
   e. An analysis of the rules, norms, expectations, and consequences from a critical perspective, one that questions predominant norms in society and schools.
   f. An explanation of how the plan supports justice- and liberation-oriented education.

4. **Humanizing Education Log** (**10%** of final grade): You will keep a running log of humanizing education ideas and practices related to the weekly readings. The central question guiding your log entries is: ***What are practices that support humanizing and liberatory educational experiences in the classroom and how can I take them up?*** The running log should contain 5-8 bullet points that address the aforementioned question per week (no more). They may consist of big ideas, quotes, and connections to your practice. However, you must apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. Logs should include insights into how candidates apply knowledge of students' diverse backgrounds to engage them in learning (based on the reading and idea exchange in class). You must discuss ideas for making connections between the content you teach and real-life contexts as well as promoting critical and creative thinking through inquiry and reflection. Finally, you must analyze your teaching practices and how they have developed. Log entries are due by 9pm the night before our class meetings.

5. **<u>Participation</u>** (**10%** of final grade): Active participation in class and engagement with the readings are crucial for your learning and the learning of your peers. Regular attendance, active participation in class discussions, thoughtful contributions to group work, and timely submission of asynchronous assignments are expected.Holistic evaluation across three participation categories:
   a. Whole-class: Active engagement in discussions and courteous classroom interactions.
   b. Small-group: Involvement in activities/discussions and fulfilling group responsibilities.
   c. Individual: Timely readings, punctuality, and active engagement in class activities.

   Opportunities will be provided to engage with student families, fostering respectful learning environments, and utilizing diverse communication strategies.

Grading

All assignments in this course will be graded using a point system. Class attendance and participation are required. Students will have opportunities to engage in the class through discussions, presentation, and class activities.

College policy on incomplete courses is as follows: students qualify for incomplete grades only if they have completed 2/3 of the total coursework and are responding to unforeseen circumstances. In this course, students will qualify for consideration of an incomplete only if the required internship timeline goes beyond the semester. Students who have not completed substantial coursework should not assume that they will be given an incomplete at the end of the semester.

Grades
97-100 A
93-96 A-
88-92 B+
83-87 B
79-82 B-
76-78 C+
73-75 C
70-72 C-

Assignment	Points
Justice-Oriented Unit Plan	30
Teaching Simulation and Reflection	30
Classroom Management Plan	20
Humanizing Education Log	10
Participation	10
Total	**100**

Schedule

This calendar provides a comprehensive overview of the course activities and expectations. It should be adapted based on actual semester dates, student needs, and specific course content.

Please note that synchronous sessions do not meet consecutively. Be sure to note the class meeting dates and times in your calendar.

Readings and assignments are due on the date within the same row.

See TPE Mapping on pg. 3		
Week # Date	***Synchronous***	***Asynchronous***
1	***Introduction and Building Community for Justice-Oriented Education*** ● Student teaching check-in ● Syllabus review ● Introduction to justice- and liberation-oriented education ● Community builder reflection ● Hammond lecture ● What is Ethnic Studies? How does it differ from Multicultural Studies?	Read: ● "Teaching to Transgress" by bell hooks (Chapters 3 and 4). ● Familiarize with corresponding CDE Curricular Framework: ○ Art ○ English Language Arts ○ French & Spanish ○ History-Social Science ● Complete Humanizing Education Log Entry #1 ● Reflect on how these concepts can be applied to your teaching practice. Prepare a reflection journal entry.
2	***Curriculum Planning, and Lesson Design*** ● Socratic Seminar: Precious Knowledge ● ES Curriculum activity ● Pedagogical Exercise ○ Art ○ English ○ History ○ World Languages ● Workshop on designing curriculum units centered on social justice themes ● Peer review of draft unit plans	Read: ● "Justice-oriented citizenship education: Tensions in classroom practice" by E. Martell, et al. (2022). ● Dominique Hazzard - "Teaching for Black Lives – Queering Black History and Getting Free" & OUSD ES Framework, SFUSD ES Framework ● Tintiangco-Cubales, Allyson et al. - "Rethinking Ethnic Studies: What is Ethnic Studies Pedagogy?" ● Revise your unit plan based on peer feedback. ● Prepare to share and discuss in the next class meeting. ● Humanizing Education Log Entry #2
3	***Classroom Management, Justice-Oriented Education, and Assessments***	Read: ● "The Dreamkeepers: Successful Teachers of African American

See TPE Mapping on pg. 3		
Week # Date	***Synchronous***	***Asynchronous***
	• Simulated teaching sessions where students present lessons from their unit plans • Peer feedback and review • Literacy skills as hidden curriculum • What is Restorative Justice? • Brainstorm challenging student scenarios • Review assessment examples	Children" by Gloria Ladson-Billings (Chapter 6). • Zaretta Hammond - "Culturally Responsive Teaching & the Brain" (Ch. 8), Ashley Boyd - "Social Justice Literacies in the English Classroom" (Ch. 3), and Linea King - "Teaching for Black Lives – Baby Steps Toward Restorative Justice" • Richardson, Morgan, & Fleener (Chapter 1). "Reading to Learn in the Content Areas" • Reflect on your teaching simulation experience and the feedback received. • Humanizing Education Log Entry #3 • Write a reflection about how you will incorporate the feedback into your teaching practice.
4	***Finalizing Plans, Self-Care in Teaching, and Final Presentations*** • Interactive lecture on classroom management strategies that support justice-oriented education; • Workshop to develop personal classroom management plans; • ELD Integration in Humanities Webinar Discussion • Reading discussion on self-care • Peer review of classroom management plans.	Read: • "Classroom management and the learning environment" by E.T. Emmer and C.M. Evertson, in Handbook of Classroom Management: Research, Practice, and Contemporary Issues (2nd Edition). • Agarwal-Rangnath et al. - "Preparing to Teach Social Studies for Social Justice" (Ch. 7) & Candice Valenzuela, "Caring for Self While Fighting for Social Change: Changing the Narrative" • Hollingsworth & Ybarra (2012) Chapter 9: How to Teach Concepts to English Learners: Concept Development • Finalize classroom management plan and unit plan for final submission.

See TPE Mapping on pg. 3		
Week # Date	***Synchronous***	***Asynchronous***
		● Lesson plan + post-teaching reflection & Humanizing Education Log Entry #4 ● Reflect on overall course learnings and how you will apply them in your teaching practice.