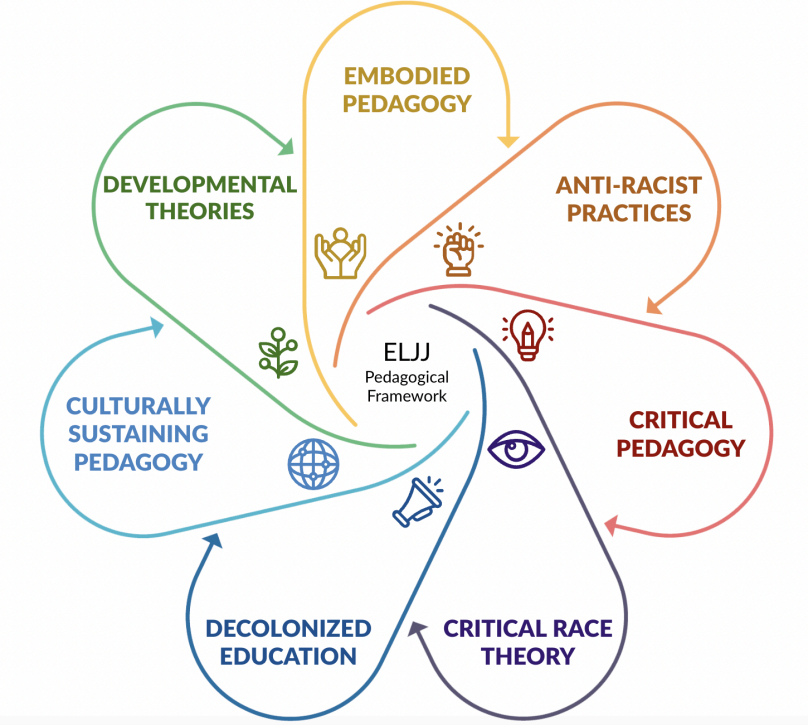
MILLS COLLEGE | Northeastern University

EDUT 6118
Curriculum & Instruction 1 – Single Subject, Humanities



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 first 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:** Understand and apply the foundational theories, principles, and practices of curriculum and instruction in diverse educational contexts. This includes the development of inclusive, equitable instructional practices tailored to secondary humanities education.
2. **Discussion and Engagement:** Engage in discussions of assigned readings, the challenges they present, and navigate the intricacies of curriculum design and instruction. Demonstrate the ability to use various instructional strategies and techniques to promote student engagement and learning.
3. **Reflection:** Critically reflect on one's teaching practices, make necessary adjustments to enhance student learning outcomes, and contemplate how personal positionality affects teaching. Use critical reflection and reflexivity to assess their ideological evolution through schooling and socialization.
4. **Justice and Liberation:** Delve deep into the roles of justice and liberation in education. Aim to teach in ways that actively counter oppression and humanize all participants in classrooms, schools, and communities. Incorporate these principles into everyday teaching practices to create socially just learning environments that challenge dominant ideologies and inequalities.
5. **Comprehensive Curriculum Planning:** Demonstrate proficiency in planning a thorough curriculum that aligns with academic standards and addresses varied learning needs.

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 to Curriculum & Instruction

Content/Readings: Wiggins & McTighe, Understanding by Design; Banks, An Introduction to Multicultural Education; Hammond, Culturally Responsive Teaching & the Brain (Ch. 2-3).

TPEs Introduced: 1.3, 3.1, 7.9.

Workshop/Theme: Analyzing Existing Curriculum Examples.

TPEs Practiced: 3.1, 3.2.

Assignments/Tasks: Begin working on Curriculum Design and Presentation; Share Critical Reading Reflection #1 on Canvas.

TPEs Assessed: 3.1, 5.1.

Week 2: Lesson Planning and Instruction & Building Community

Content/Readings: Fisher & Frey, Better Learning Through Structured Teaching; Tomlinson, The Differentiated Classroom; Hammond, Culturally Responsive Teaching & the Brain (Ch. 2-3).
TPEs Introduced: 1.4, 3.2, 4.3.
Workshop/Theme: Planning a Lesson Using a Specific Instructional Strategy.
TPEs Practiced: 1.4, 4.3.
Assignments/Tasks: Prepare for the Reflective Endeavors.
TPEs Assessed: 1.4, 3.2.

Week 3: Justice, Liberation in Education, and Assessment Strategies
Content/Readings: Freire, Pedagogy of the Oppressed; Ladson-Billings, Toward a theory of culturally relevant pedagogy; Kwon & de los Rios, "See, Click, Fix"; Understanding by Design Module G (Assessments).
TPEs Introduced: 5.1, 5.2.
Workshop/Theme: Evaluating Classroom Scenarios for Justice and Liberation.
TPEs Practiced: 5.1.
Assignments/Tasks: Begin working on Justice, Liberation, and Instructional Strategies in Education Essay.
TPEs Assessed: 5.2.

Week 4: Reflection, Future Directions, and Preparing for a New School Year
Content/Readings: Shulman, The Wisdom of Practice; Hammond, Culturally Responsive Teaching & the Brain (Ch. 9).
TPEs Introduced: 7.9.
Workshop/Theme: Reflections on the Course and Future Directions.
TPEs Practiced: 1.3, 1.4, 3.1, 3.2, 4.3, 5.1, 5.2, 5.3, 7.9.
Assignments/Tasks: **Finalize and Submit Curriculum Design and Presentation**, Reflective Endeavors, and Justice, Liberation, Instructional Strategies in Education Essay, and Day 1 Letter & Survey.
TPEs Assessed: 1.2, 1.3, 1.4, 3.1, 3.2, 4.3, 5.1, 5.2, 5.3, 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.

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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. **Curriculum Design and Presentation (40%):** Students will embark on a comprehensive exploration of curriculum design, intertwining elements of instructional practice, content standards, and a commitment to justice and liberation. Following the development of this curriculum, students will present their design, highlighting key ideas, innovative strategies, and the rationale behind their choices.
   Evaluation Criteria
   a. *Alignment with literacy and content standards as well as curricular frameworks for respective grade levels and subject areas.*
   b. *Depth and clarity of foundational reading skills integration.*
   c. *Innovativeness and effectiveness of integrated literacy activities and digital literacy modules.*
   d. *Quality of class presentation, including clarity, engagement, and responsiveness to feedback.*
   e. *Reflection and integration of feedback into the final curriculum design.*
2. **Reflective Endeavors (20%):** A fusion of practical teaching reflections and academic insights, this assignment involves the maintenance of a journal. Entries should not only touch upon students' experiences as educators but also engage critically with the course readings. **Rubric Highlights:** 1) Depth of reflection and introspection 2) Connection to personal teaching experiences 3) Comprehension and application of course materials 4) Synthesis and critique of key reading concepts.
3. **Justice, Liberation, and Instructional Strategies in Education (30%):** Rooted in the ethos of justice and liberation, students will craft an essay that elaborates on these principles in the context of education. The essay must demonstrate an understanding of justice and liberation in relation to education as a whole and curriculum and pedagogy in particular as well as links to real-life contexts as

active learning. This theoretical foundation will form the basis for students to describe an instructional strategy that embodies these very principles. Your work will be assessed utilizing **this analytic rubric.**

4. **Class Engagement and Participation (5%):** Active participation is essential for learning and growth. Students will be evaluated on their engagement in whole-class discussions, contributions in small-group settings, and their commitment to individual preparation.
5. **Day 1 Letter and Survey (5%):** Kickstarting the academic year, students will develop a letter of introduction assignment, alongside a survey designed to gather insights about their incoming students. This exercise emphasizes the importance of initial communication and understanding student backgrounds. After crafting these assignments, students are expected to complete them personally, offering a reflective lens on their creation.

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
Curriculum Design and Presentation	40
Reflective Endeavors	20
Justice, Liberation, and Instructional Strategies in Education	30
Class Engagement and Participation	5
Day 1 Letter and Survey	5
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 to Curriculum & Instruction*** ● *Course Introduction and Overview (30 minutes)* ● *Discussion: Role and Importance of Curriculum in Humanities Education (60 minutes)* ● *Group Activity: Analyzing Existing Curriculum Examples (90 minutes)* ● *Wrap-Up and Assignment Preview (60 minutes)*	Readings: ● Wiggins, G., & McTighe, J. (2005). Understanding by Design. ASCD. (Chapter 1) ● Banks, J. A. (2019). An Introduction to Multicultural Education. Pearson. (Chapter 3) ● Zaretta Hammond - Culturally Responsive Teaching & the Brain (Ch. 2-3) Assignment: ● Begin working on Curriculum Design and Presentation (Due Week 4) ● Share Critical Reading Reflection #1 on Canvas by 9pm Tuesday
2	*Lesson Planning and Instruction & Building Community* ● Lecture: Overview of Instructional Strategies in Humanities Education (60 minutes) ● ***How does information processing work? How do I devise essential questions and begin to unit plan?*** ● Discussion: Benefits and Challenges of Different Instructional Strategies (60 minutes) ● Group Activity: Planning a Lesson Using a Specific Instructional Strategy (90 minutes) ● Artifact Activity & Name Partner Introduction (30 minutes) ● Community Builder and Agreement Discussion (30 minutes)	Readings: ● Fisher, D., & Frey, N. (2014). Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. ASCD. (Chapter 2) ● Tomlinson, C. A. (2014). The Differentiated Classroom: Responding to the Needs of All Learners. ASCD. (Chapter 3) ● Hammond, Z. - Culturally Responsive Teaching & the Brain (Ch. 2-3) ● Readings by Subject: ○ Art: Anderson & Milbrandt (2005). Ch. 3 “Teaching for Artistic Behavior” ○ English: Graves (1983) (a) Ch. 6: “The Teacher as Researcher”; (b) Gallagher (2009). Ch. 2 “Endangered Minds” ○ History: Wineburg (2001). Ch. 4: "Reading Abraham Lincoln: An

See TPE Mapping on pg. 3		
Week # Date	***Synchronous***	***Asynchronous***
		Expert/Expert Study in the Interpretation of Historical Texts" ○ World Languages: Shrum & Glisan (2015) (a) Ch. 6: Interpretive Communication: Reading and Listening; (b) Ch. 7: Interpersonal Communication: Person-to-Person Interaction; (c) Ch. 8: Presentational Communication: Speaking and Writing Assignment: ● Prepare for the Reflective Endeavors (Ongoing until Week 4)
3	*Justice, Liberation in Education, and Assessment Strategies* ● Lecture: Justice and Liberation in Education (60 minutes) ● Discussion: Role of Teachers in Promoting Justice and Liberation (60 minutes) ● Group Activity: Evaluating Classroom Scenarios for Justice and Liberation (90 minutes) ● Instructional Strategies Presentation (30 minutes) ● Overview of Assessment (Formative, Summative) and Peer Feedback (30 minutes)	Readings: ● Freire, P. (2000). Pedagogy of the Oppressed. Bloomsbury Academic. (Chapter 2) ● Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32(3), 465-491. ● Leona Kwon & Cati de los Rios - "See, Click, Fix": Civic Interrogation and Digital Tools in a Ninth-Grade Ethnic Studies Course" ● Understanding by Design Module G (Assessments) ● Watch KTOP Segment on SeeClickFix project Assignment: ● Begin working on Justice, Liberation, and Instructional Strategies in Education Essay (Due Week 4)
4	*Reflection, Future Directions, and Preparing for a New School Year* ● Discussion: Reflections on the Course and Future Directions (60 minutes) ● Group Activity: Sharing and Discussing Curriculum Design and Presentation (90 minutes) ● Day 1 Letter and Survey Introduction and Peer Discussion (30 minutes)	Readings: ● Hollingsworth & Ybarra (2012) Chapter 6: Content Access Strategies: How to Make English Easier to Understand for English Learners ● Hammond, Z. - Culturally Responsive Teaching & the Brain (Ch. 9, Creating a Culturally Responsive Classroom Environment)

See TPE Mapping on pg. 3		
Week # Date	***Synchronous***	***Asynchronous***
	● Course Wrap-Up (30 minutes)	Assignment: ● Finalize and Submit Curriculum Design and Presentation, Reflective Endeavors, and Justice, Liberation, and Instructional Strategies in Education Essay