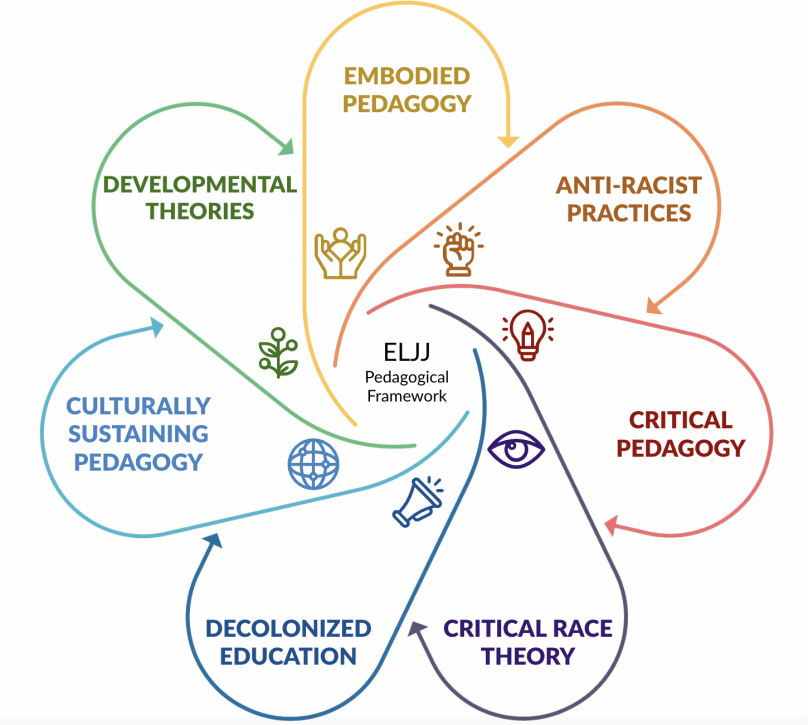
MILLS COLLEGE | Northeastern University

EDUT 6120
Curriculum & Instruction 3 – 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. Offers core instructional components for secondary credential candidates in art, English, and social studies. Includes an overview of curriculum and instruction issues for secondary classrooms. Identifies structure of knowledge

in content areas as a basis for understanding curricular planning as the student teacher considers what and how to teach and for what reasons. Other topics include instructional and classroom management strategies, planning and assessment, and mandated state and local frameworks for secondary subjects. This is the third of a three-course sequence. The course will address the following TPEs: 1.3, 1.4, 1.7, 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:** Acquire knowledge of the foundational theories, principles, and practices of curriculum and instruction across various educational settings.Develop and implement a unit plan tailored to secondary humanities education, integrating inclusive, equitable practices that meet diverse learning needs. Integrate an understanding of the structure of knowledge in content areas like Art, English, and Social Studies, to drive curricular planning decisions. Engage with TPEs like 1.3, 1.4, and others to promote student engagement and learning. Understand and enact planning, assessment techniques, and instructional strategies effective in secondary classrooms.
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: Immerse themselves in the concepts of justice and liberation within the educational sphere. Embrace teaching methods that actively counteract oppression, championing a humanized approach in classrooms, schools, and communities. 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: Simulate teaching scenarios, applying learned strategies, reflecting the aforementioned TPEs, and obtaining constructive feedback from peers and the course instructor. 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: Classroom Management and Inclusive Learning
Content/Readings: Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a Conception of Culturally Responsive Classroom Management. Ayers (2018). Wiggins & McTighe (2005).
TPEs Introduced: 1.3, 1.4
Workshop/Theme: Effective Classroom Management Strategies and Building Community
TPEs Practiced: 1.3, 1.4, 1.7
Assignments/Tasks: Begin work on Classroom Management Plan Assignment and Interdisciplinary Unit Plan
TPEs Assessed: 1.3, 1.4

Week 2: Planning and Assessment Techniques
Content/Readings: McMillan, J. H. (2013). Smith (2020). Siagatonu (2021). Seton (2021).
TPEs Introduced: 5.1, 5.2, 3.1
Workshop/Theme: Effective Planning, Assessment Techniques, and Culturally Responsive Lessons
TPEs Practiced: 5.1, 5.2, 3.1
Assignments/Tasks: Continue work on Classroom Management Plan and start Detailed Lesson Plan Assignment
TPEs Assessed: 3.1, 5.1, 5.2

Week 3: Understanding State and Local Frameworks
Content/Readings: Pianta, R. C., & Hamre, B. K. (2009). Elbow (1993).
TPEs Introduced: 3.2, 7.9, 4.3
Workshop/Theme: Overview of State and Local Frameworks and Curriculum Analysis
TPEs Practiced: 3.2, 7.9, 4.3
Assignments/Tasks: Continue work on Classroom Management Plan and Detailed Lesson Plan; Begin Curriculum Analysis Assignment
TPEs Assessed: 3.2, 7.9

Week 4: Reflection and Looking Forward
Content/Readings: Schön, D. A. (1983). The Reflective Practitioner: How Professionals Think In Action. Basic Books
TPEs Introduced: 1.3, 1.4, 5.1
Workshop/Theme: The Importance of Reflection in Education and Peer Review
TPEs Practiced: 1.3, 1.4, 5.1

Assignments/Tasks: Finalize Classroom Management Plan, Detailed ELD Lesson Plan, and Interdisciplinary Unit Plan; Reflective Essay Assignment
TPEs Assessed: 1.3, 1.4, 5.1, 5.2, 3.1, 3.2, 4.3

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. Classroom Management Plan (25% of final grade): Candidates will develop a detailed plan for managing a secondary humanities classroom, which includes strategies for maintaining an engaging and inclusive learning environment, policies for attendance, lateness, homework, and behavior, and a plan for communicating these to students and parents.

Grading criteria:

- Description of classroom environment and procedures
- Strategies for establishing a positive classroom culture
- Challenges toward building classroom community

2. **Detailed ELD Lesson Plan** (30% of final grade): This assignment requires students to create an in-depth lesson plan for a single class session in their subject area. The plan should be detailed enough that another teacher could step in and teach the class using this plan. The lesson plan will be evaluated based on clarity of objectives, variety and effectiveness of instructional strategies, appropriateness of assessments, and quality of materials and resources utilizing this **analytic rubric**.

3. **Interdisciplinary Unit Plan** (25% of final grade): Drawing inspiration from "Understanding by Design," candidates are tasked with developing an interdisciplinary unit plan that spans one grading period, suitable for students from the 6th to the 12th grade. The objective is to create a unit that not only covers the breadth of the subject but also intertwines multiple disciplines to give students a holistic understanding. The plan will encompass determining the subject, grade level, and theme. Essential questions will guide the learning objectives, and a theoretical rationale will anchor the instruction to established pedagogical theories. Integration of Common Core Standards ensures the relevance and standardization of the content, while outlining essential knowledge and skills provides a clear roadmap for both teachers and students. Candidates will also recommend texts, ensuring their alignment with the learning goals, and describe both pre-assessment and summative evaluation methods. A performance assessment will offer an avenue for students to demonstrate their understanding in a practical context. To round off the assignment, candidates will present a rough calendar for the unit, indicating a tentative schedule for each topic or module. Additionally, they will have the opportunity to present their plan, incorporating an interactive feedback mechanism through Q&As, ensuring peer review and continuous improvement.

4. Reflective Essay (20% of final grade): At the end of the course, candidates will write a reflective essay discussing their learning journey throughout the three-course sequence, focusing on their growth as an educator, their understanding of secondary humanities education, and their readiness to implement what they have learned in their own classrooms. This essay serves as a mirror, reflecting their growth trajectory from the inception of the course, delving deep into their newfound understanding of secondary humanities pedagogy. Candidates will explore the nuances of the strategies they've learned, the challenges they've faced, and the victories they've celebrated. Beyond just a recounting of experiences, the essay demands a deeper analysis of their preparedness to bring their learnings to life in a real-world classroom. It's an exploration of the symbiotic relationship between theoretical knowledge and practical application, allowing candidates to evaluate their readiness to implement and adapt their learnings in diverse classroom settings. Through this

essay, candidates not only assess their progress but also set a vision for their future as innovative educators. Your work will be assessed with this analytic rubric.

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
Classroom Management Plan	25
Detailed Lesson Plan	35
Interdisciplinary Unit Plan	20
Reflective Essay	20
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 Section on pg. 3		
Week # Date	***Synchronous***	***Asynchronous***
1	***Classroom Management and Inclusive Learning*** ● *Introduction and Overview of Course (30 min)*	● Reading: Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a Conception of Culturally

See TPE Mapping Section on pg. 3		
Week # Date	**Synchronous**	**Asynchronous**
	• *Mini-lecture: Effective Classroom Management Strategies (1 hour)* • *Breakout Group Activity: Sharing Personal Classroom Management Challenges and Possible Solutions (1 hour)* • *Whole Group Discussion and Sharing of Ideas (1 hour)* • *Closing Thoughts (30 min)*	Responsive Classroom Management. Journal of Teacher Education, 55(1), 25–38. • Ayers (2018) Teacher education under the gun. • Wiggins & McTighe (2005). Understanding by Design. Chapter 5. • **Question & Answer Framework** • Begin work on Classroom Management Plan Assignment
2	***Planning and Assessment Techniques*** • Review of Last Week's Reading and Discussion (30 min) • Mini-lecture: Effective Planning and Assessment Techniques (1 hour) • Activity: Creating a Formative Assessment for a Sample Lesson (1.5 hour) • Whole Group Discussion: Sharing and Critiquing Assessments (1 hour) • Closing Thoughts (30 min)	• Reading: McMillan, J. H. (2013). Why We Assess Students — and How: The Competing Measures of Student Achievement. Educational Leadership, 70(7), 32–37. • *Smith (2020)* How Culturally Responsive Lessons Teach Critical Thinking • Siagatonu (2021) Poem: Abolitionist Teaching. (124-127) In Lessons in Liberation: An Abolitionist Toolkit for Educators. (PDF on Canvas) • Seton (2021) A Daily Ritual That Builds Trust and Community Among Students • Continue work on Classroom Management Plan and start Detailed Lesson Plan Assignment
3	***Understanding State and Local Frameworks*** • Review of Last Week's Reading and Discussion (30 min) • Mini-lecture: Overview of State and Local Frameworks (1 hour)	• Reading: Pianta, R. C., & Hamre, B. K. (2009). Conceptualization, Measurement, and Improvement of Classroom Processes: Standardized Observation Can Leverage

See TPE Mapping Section on pg. 3		
Week # Date	***Synchronous***	***Asynchronous***
	• Activity: Analyzing a Sample Curriculum for Alignment with Frameworks (1.5 hours) • Whole Group Discussion: Sharing Findings and Discussing Implications (1 hour) • Closing Thoughts (30 min)	Capacity. Educational Researcher, 38(2), 109–119. • Elbow (1993). Ranking, Evaluating, Liking, Sorting out three forms of Judgment. • Continue work on Classroom Management Plan and Detailed Lesson Plan; Begin Interdisciplinary Unit Plan Assignment
4	***Reflection and Looking Forward*** • Review of Last Week's Reading and Discussion (30 min) • Mini-lecture: The Importance of Reflection in Education (1 hour) • Activity: Peer Review of Classroom Management Plan and Detailed Lesson Plan (1.5 hours) • Whole Group Discussion: Sharing Reflections on the Course and Thoughts on the Future (1 hour) • Course Wrap-up and Next Steps (30 min)	• Reading: Schön, D. A. (1983). The Reflective Practitioner: How Professionals Think In Action. Basic Books • Finalize Classroom Management Plan, Detailed Lesson Plan, and Interdisciplinary Unit Plan Assignments; Begin Reflective Essay Assignment