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| EDEE 3320.001: Foundations of Education: The School Curriculum | |
| Spring Semester 2022  Tuesdays & Thursdays 11:00 am – 12:20 pm  Wooten Hall Room 212 | |
| Instructor  Linda L. Kimm, Ph. D. | Pronouns  She/Her/Hers |
| Office location  Mathews Hall Room 205E | Office hours  Zoom by appointment. M  Email to schedule all appointments. |
| Contact information:  [Linda.Kimm@unt.edu](mailto:Linda.Kimm@unt.edu)  (940) 565-2920 | Final Exam date/time/place  N/A |

**Department of Teacher Education and Administration: Preparing Tomorrow’s Educators and Scholars**

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

**Mission**

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

**Vision**

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

**UNT TEACHER EDUCATION PROGRAM** **COMMITMENTS**

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act.* We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

* **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
* **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
* **Activism.** Preparing teachers who create curriculum that responds to children’s and youth’s inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
* **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

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| **Commitments->** | **As Teachers** | **To Children and Youth** | **In our Practice** | **To Radically Imagine** |
| **Identity** | **We are** individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching. | **We value**and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces. | **We practice** humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming. | **We imagine**schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities. |
| **Inquiry** | **We are** intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies. | **We value** young people’s knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating | **We practice** curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change. | **We imagine** a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us. |
| **Advocacy &**  **Activism** | **We are** activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination. | **We value**and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment. | **We practice** activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world. | **We imagine** metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit. |
| **Communities** | **We are** members of a multiple communities— connected in ways that make our successes intertwined. | **We value** inclusive learning communities that connect us within and outside of our classrooms. | **We practice** humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short. | **We imagine** schools as sustaining intersecting ways of being, knowing, and languaging. |

**CATALOG DESCRIPTION**

Principles and foundations of curriculum for grades EC–8 in public schools. Includes study of professional ethics/responsibilities, educational philosophies, history of American education, schools and society, school and community/parent relationships, legal/political control and financial support, school/classroom organizational patterns, and curriculum development/alignment. Prerequisite(s): None.

**PURPOSE AND RATIONALE**

The goal of this course is to engage learners in understanding and analyzing the contextualized nature of our American public school system. This course delves into the historical, cultural, political, and social contexts that influence the U.S. school curriculum.

*“What is the curriculum?”* This will be the motivating question for the course. While on the surface, it may seem a simple question with a simple answer; this reading of the question fails to convey the complexity of the concept of curriculum.

“Curriculum” is broadly defined for the purposes of this course, including both schooling and non-schooling contexts (such as popular culture) that are educative and influential for young people. This course will investigate foundations of curriculum, in the lenses described above, in particular through the specific lenses of critical social theory and critical pedagogy. Our concern will be to explore through this scholarship the ways in which society and education have been organized by forces of inequality, ideological hegemony, domination, and exploitation; against these forces, we will consider how curriculum might come to be organized in critical, emancipatory, and transformative ways. It is expected that this course will help students along the path of imagining and developing alternative meanings and possibilities for teaching and learning in social context, and that it will provide a set of important theoretical tools for the ongoing pursuit of this project. To be clear, this course will focus on developing a curriculum centering the lives, experiences, and histories of culturally diverse students.

**COURSE GOALS**

Students completing EDEE 3320 will be able to:

1. Investigate historical and contemporary perspectives on curriculum issues within the field of curriculum studies.
2. Analyze the social, cultural, and political conditions within which the actual curriculum is enacted and experienced.
3. Draw on the different practices of curriculum theorizing to analyze and/or disrupt one’s understanding of the concept of “curriculum”.
4. Develop curriculum and teaching strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in this democracy.

**COURSE FORMAT AND PROCEDURES**

You will participate in class and group discussions weekly and complete a class activities. In addition, there will be assigned readings from articles and textbook chapters every week. **Make sure that you read the assigned readings prior to beginning each module.**

**COURSE ACTIVITIES**

To meet the student learning outcomes, we will read: analyze and interpret texts, evidence, and experience; work and think with others; and write. Below we describe our explicit goals for your engagement with each of these modes of learning.

***Reading****:* We will read a wide variety of texts, including empirical, conceptual, podcasts, news/practitioner articles, and historical and legal work about schools, teaching, learning, and about different people’s experiences of all of these. The work of the class will depend on reading interactively, on bringing both collective and individual goals to reading, considering, and reconsidering texts. In its most straightforward expression, this involves bringing questions to think about while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one’s own experiences. You are also resources for one another, both as a function of your differences and one another’s responses to what we read.

***Working and thinking with others:***Building the culture of the class so that genuine inquiry is possible will take all of our efforts. Because we rely on everyone’s contributions, one responsibility you have is to thoughtfully read and complete each module and activity. We will work together to develop the norms for the class. How we listen to one another, assist with the formulation of an interpretation, question, and challenge will affect the quality of what we can do together. Listening carefully, treating ideas with respect and interest, raising and responding to questions, sharing the floor––all these will matter in constructing an environment where satisfying and challenging intellectual work can take place.

***Writing****:* This course involves a significant amount of writing of different kinds. Writing is an important vehicle for exploring and clarifying ideas, for trying out interpretations and arguments, and for representing ideas and communicating with others. The course will provide opportunities to focus on and develop new aspects of your writing, and the writing assignments are structured to provide guidance and resources, as well as the opportunity for comments and suggestions.

**Provided Materials**

* [**UNT Libraries Videos on Demand**](https://vod.library.unt.edu/index.php) (VOD)- throughout the semester you will be asked to watch a number of documentaries that can be found in the UNT VOD. You can login using your UNT EID and password. If you are having issues watching the videos [please visit this link for instructions on how to troubleshoot the website](https://vod.library.unt.edu/help.php) or contact the help desk at (940) 565-3024 or [Lib.Support@unt.edu](mailto:Lib.Support@unt.edu)
* [**UNT Kanopy**](https://unt.kanopy.com)- Kanopy is an online platform that allows you to watch hundreds of documentaries. You will login using your UNT EUID.
* [**Foliotek e-Portfolio**](https://coe.unt.edu/educator-preparation-office/foliotek)- Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. *This course will require assignment(s) to be uploaded and graded in Foliotek.* The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. [**All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on the site.**](https://coe.unt.edu/educator-preparation-office/foliotek)

**STANDARDS ADDRESSED**

Texas Pedagogical and Professional Responsibilities (PPR) Standards II and IV. InTASC Standards 2, 3, 9, 10

Texas Pedagogical and Professional Responsibilities (PPR) Standards and associated objectives are addressed by this course at the knowledge level and some at the skill development level. Especially relevant is Standard IV: *The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.*

**COURSE TEXTS, MATERIALS, AND RESOURCES**

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# *[Un-Standardizing Curriculum: Multicultural Teaching in the Standards-Based Classroom (second edition) by Christine Sleeter and Judith Flores Carmona](https://www.amazon.com/gp/product/0807758078/ref=ox_sc_saved_image_1?smid=ATVPDKIKX0DER&psc=1)*

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[*Planting the Seeds of Equity: Ethnic Studies and Social Justice in the K–2 Classroom* by Ruchi Agarwal-Rangnath](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Ruchi+Agarwal-Rangnath&text=Ruchi+Agarwal-Rangnath&sort=relevancerank&search-alias=books)

**Course Assignments**

A brief description of the course assignments are listed below.

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| **Assignment & Description** | **Due date** | **Score/Points** | **Turn in by…** |
| **Critical Reading Reflections**  During certain class sessions students will need to complete a critical reflection on the readings. | Weeks 2, 4, 5, 6 | 20 | *Submit to* ***canvas*** |
| **Book Club**  Students will form book clubs and will meet throughout the semester to discuss the text. | Week 9 | 15 | *Submit link to* ***canvas*** |
| **TEKS analysis**  Students will complete a written analysis of the TEKS for their chosen content area and grade level. | Week 12 | 10 | *Submit to* ***canvas*** |
| **Inquiry Design Model Blueprint**  Students will create an inquiry unit plan for their desired content and grade level. | Week 15 | 15 | *Submit to* ***canvas*** *and upload to* ***foliotek*** |
| **Final Paper**  Starting from and related to the readings and discussions we have had in class, reflect on what you have learned this semester in terms of designing a curriculum to meet the needs of culturally diverse students. | Week 16 | 20 | *Submit to* ***canvas*** |
| **Participation and professionalism**  Conduct throughout the semester as well as completing each assignment, module, activity, and readings. Before you complete each module be sure to read the assigned readings for the week. | This will be assessed throughout the semester | 20 | *Complete each module, reading, and activity* |

✪ **Major Assignment #1: Critical Reading Reflections**

As teachers, we must constantly analyze our society and how it impacts our students. Throughout the semester students will complete critical reading reflections (CRR) that will consist of three parts:

1) Critical summaries of the weekly readings/media.

2) Your personal reflection and engagement of the readings/media.

3) A discussion question for your colleagues to consider. You will also read and write a response to one of your colleagues CRR.

These three parts need not be separate. You can engage the readings/media/cultural artifact as you summarize and synthesize them.

Your critical reflections do not need to be extensive, but they should cover the required readings/media for the week. You should cover the main points of the readings, including the main arguments/theses in them. I am not interested in extensive paraphrasing of what the authors wrote about, but your engagement of the readings. What was your general perception of the authors’ perspectives? What questions were raised and/or answered for you in terms of your own interests? How do the readings help you, or not, to formulate your own ideas about the topics presented?

Your CRRs need to be submitted to canvas and need to be about 300-500 words.

After you post your CRR you then need to **read and write a meaningful response to ONE of your colleagues CRR**. Please select a different person to respond to each time. I also ask that you do your best to ensure that every post has at least one response. Meaning, if a colleague’s post already has a response please respond to another person’s post.

Online community norms regarding discussion posts and response

* Listen actively.
* Speak from your own experience instead of generalizing.
* Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
* Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
* The goal is not to agree -- it is to gain a deeper understanding.
* Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.

✪✪✪ **MAJOR ASSIGNMENT #2: Book Club** You will be evaluated on your attendance and effort during book club meetings, the quality of your book club journal entries, and your final written reflection.

***Part 1: How to do Book Club***

1. *Read the Book.* And I mean it. Read the book on your own time, a little at a time. I would suggest that you figure out during your first book club meeting how many chapters you should be reading per week. Do not be that person that lets your entire group down by not reading.
2. *Write a Book Club Journal*. You will write a total of 2 journal entries/responses that should be about 200-300 words that will summarize your reflections, observations, and/or questions about the assigned texts. **Included in each response you will need to write 2-3 discussion questions** for your group to discuss during your in person book club meeting (2 meetings total). Your journal responses/discussion questions will be submitted to canvas. These reflections are essential to your book club meetings. You will share your reflections with your book club and your thoughts and questions will guide your conversation about the curriculum and how to craft a curriculum that will meet the ends of culturally and linguistically diverse students across the content areas. These reflections should prove to me that you are deeply reading and engaging with the text but also provide a relevant response and contain the major points from the book and your questions about the material.
3. *Pre-meeting.* Before your first book club meeting your group needs to correspond in person and/or via email to divide the book into 2 chunks and decide on a time and date for your future meetings. Your meetings will take place in person and/or via [zoom](https://zoom.us). You will also decide book club roles. These book club roles correspond to your LC roles:

* *Facilitator: Manages the group by helping to ensure that the group stays on task, is focused, and that there is room for everyone in the conversation. They will also send me an email if your group has a question. This person will also be in charge of sending out calendar invites for each book club meeting and zoom links.*
* *Scribe: Is in charge of organizing the google doc. The purpose of the google doc is for your group to create a teacher friendly handout on the book and what strategies and suggestions the different authors provide to help us understand how the curriculum can be used to affirm the culture and identities of our students. Although everyone can contribute and add to it the scribe will keep your thoughts organized.*
* *Presenter: The presenter is in charge of* [*recording each zoom book club meeting*](https://www.businessinsider.com/how-to-record-zoom-meeting) *and posting the file to canvas. For in person meetings, write a summary of the meeting and what was discussed.*
* *Affirmer: Encourages group members and provides much needed affirmations, encouragement, and good vibes when needed :)*

1. *Talk about the Book.* Each book club meeting should last approximately 30 minutes. When you meet in your book clubs I recommend that you begin by sharing your journal entries. Then, just talk about the book: What questions do you have? What connections can you make between the content of the book and the course readings, discussions, your field experience? What questions do you have? How does it relate to create a curriculum that is culturally sustaining and affirming for culturally and linguistically diverse students? Try to enjoy yourselves!

***Part 2: Individual written reflection***

Each member of the group will complete a 2-3 page written reflection on the text that you read as well as your experiences in the book club process. What were your overall thoughts on the book? How useful was the text in thinking through your role as an educator? What went well? What didn’t? What improvements needed to be made in your group or to the book club process?

✪ **MAJOR ASSIGNMENT #3: TEKS analysis**

Each person will complete a TEKS analysis. This activity requires you to demonstrate your knowledge of the TEKS, the curriculum, as well as critical multicultural and ethnic studies. This 3-5 page paper (double spaced with a minimum of three references) should include your analysis of the state level curriculum and standards and a synthesis of the premise and consequences of such curricular decisions. Here are some reflection questions from Sleeter and Carmona (2016) to guide your analysis:

1. *Who produced this document? Can you tell where the authors or producers are coming from?*
2. *How is this document intended to be used? By whom?*
3. *What is it trying to accomplish? What is its purpose?*
4. *What key concepts does it use? What problems, issues, and points of view does it direct attention toward? What does it direct attention away from? Whose view of the world does it tend to support? Whose view does it undermine or ignore?*
5. *How would you describe the ideology of this document?*
6. *Whose knowledge isn’t here, that could be here? What is left out?*

I would also like for you to “mine” what is absent in the curriculum and find spaces and opportunities in the TEKS to incorporate ethnic studies. It is important for teachers to learn how to “mine” what is absent in the curriculum “... rather than assume there to be an ideal moment when school curriculum aligns with their ideological beliefs around social justice” (Vickery et. al., 2014, p. 254). I would also like for you to find spaces and opportunities in the TEKS to incorporate ethnic studies/critical multicultural education. The project should reveal your understanding of your grade level and content area, how concepts within the realm of critical multicultural education and ethnic studies are essential in understanding curriculum development, and any other reflection that you may find relevant to your discussion. Make sure to follow the most recent APA referencing style. Please be sure to utilize the UNT writing center for writing and editing support.

✪✪ **MAJOR ASSIGNMENT #4: Inquiry Design Model Blueprint *\*Submit to Foliotek***

You will create a novel (meaning new and not copied from the Internet or any other source) comprehensive resource inquiry unit that reflects a theme or topic appropriate for your content area and grade level. The inquiry unit should be coherent and unified in concept, not disparate lessons “stuck” together. It must be in the template provided. It must include your compelling and supporting questions, featured sources, formative and summative performance tasks, and the taking informed action component for the unit. You must first select the grade level, and then pick a topic or theme that is appropriate for your selected audience.

✪✪✪ **MAJOR ASSIGNMENT #5: Final paper reflection**

Your task is to reflect on what you have learned during the course, and how it has affected your thinking about the curriculum and how to make it meaningful and relevant to culturally diverse learners. While you will engage with specific course concepts, theories, and readings that have made a difference to you, the assignment is subjective in nature, and asks you to describe, from your own perspective, your intellectual and emotional growth in relation to this material. Please make sure that you cite authors, theories, frameworks, and ideas that were discussed throughout the course.

1) Write an introduction that *provides an overview* of what you paper will address. You can begin your paper with an autobiographical narrative, an example from the media, a story, movie, etc. But at the end of this section, you *should indicate to the reader* what the rest of your paper will address;

* 2) Utilize course readings, other articles or book chapters, and what you learned this semester to *analyze and synthesize the possibilities* of creating and implementing a multicultural and culturally sustaining curriculum.

In this assignment you are expected to demonstrate your knowledge and understanding of the course material, capacity to apply different theoretical frameworks to your analysis and synthesis, and clearly communicate your stance via writing. This paper needs to be between 5-7 double spaced pages with a 1 inch margin and 12 pt. Times New Roman font. Make sure to follow the *most recent APA referencing style*. Please be sure to utilize the UNT writing center for writing and editing support.

**TENTATIVE CLASS SCHEDULE**

I have provided the following star system to help you manage your time:

**READINGS:**   
✪ = 5-30 pages  
✪✪ = 30-50 pages  
✪✪✪ = 50-100+ pages

\*CRR- Critical Reading Reflection

\*IDM- Inquiry Design Model

*\*Bk: One of the assigned course books*

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| **Week** | **Topic** | **Readings**  *\*\*Clicking on each reading/media will take you to the assigned reading/media* | **Major assignments due this week** |
| **Week 1**  **January 18, 2022** | **Introductions and community building** | ✪   * [Tatum (2000)](https://unt.instructure.com/courses/62786/files?preview=15339394) * [Thomason (2017)](https://www.tolerance.org/magazine/spring-2017/an-open-letter-to-teachers-everywhere) * [Torres (2015)](https://www.tolerance.org/magazine/why-teaching-about-social-justice-matters) |  |
| **Week 2**  **January 24, 2022** | **History of schooling and the curriculum** | ✪✪   * [School (2000) introduction](https://unt.instructure.com/courses/62759/files?preview=15339003) * [Part 2: 1900-1950](https://unt.instructure.com/files/folder/courses_62759/?preview=15339001) * [Part 3: 1950-1980](https://unt.instructure.com/files/folder/courses_62759/?preview=15363476) * [Part 4: 1980-2000](https://unt.instructure.com/files/folder/courses_62759/?preview=15339005) * After you complete the readings, [watch *School: A Struggle for Educational Equality (1950-1980)*](https://unt.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=a11b35cd-0d71-4d9b-9527-ab270113c5be)in the UNT video library |  |
| **Week 3**  **January 31, 2022** | **Subtractive education and curriculum violence** | ✪   * [Valenzuela (2017)](https://unt.instructure.com/files/folder/courses_62759/?preview=15339088) * [Jones (2020)](https://www.tolerance.org/magazine/spring-2020/ending-curriculum-violence?utm_source=Teaching+Tolerance&utm_campaign=034ebfa730-Newsletter+5-12-2020&utm_medium=email&utm_term=0_a8cea027c3-034ebfa730-&utm_campaign=495c00dc54-Newsletter+5-12-2020&utm_medium=email&utm_term=0_a8cea027c3-495c00dc54-101036553) | MA #1: CRR due |
| **Week 4**  **February 7, 2022** | **Multicultural education** | ✪   * Bk- **Sleeter & Carmona (2016):** *Un- standardizing curriculum-* Introduction & Chapter 1 | MA #1: CRR due |
| **Week 5**  **February 14, 2022** | **Whose knowledge is taught and valued?** | ✪   * [Au (2014)](https://unt.instructure.com/files/folder/courses_62759/?preview=15339006) * Bk- **Sleeter & Carmona (2016):** *Un- standardizing curriculum-* Ch. 5 | MA #1: CRR due |
| **Week 6**  **February 21, 2022** | **Students lives as the curriculum** | ✪✪   * Bk- **Sleeter & Carmona (2016):** *Un- standardizing curriculum-* Ch. 6 * [Muhammad Ch. 2 (2020)](https://unt.instructure.com/files/folder/courses_62759/?preview=15339008) * [Muhammad Ch. 3 (2020)](https://unt.instructure.com/files/folder/courses_62759/?preview=15339085) | MA #1: CRR due |
| **Weeks 7-9**  **February 28-March 21, 2022** | **Ethnic studies book club** | ✪✪✪   * Listen to the [Visions of Education podcast episode 113: Building up Mexican American Studies with Lilliana Saldaña and Vanessa Sandoval](https://soundcloud.com/visionsofed/episode-113-building-up-mexican-american-studies-with-lilliana-saldana-and-vanessa-sandoval)   **In your book club groups you will meet during this time.**   * Bk- EC-6 teachers read **Agarwal-Rangnath (2020):** *Planting the Seeds of Equity*   After you read the book, please watch this documentary on Kanopy: [*Precious Knowledge*](https://unt.kanopy.com/video/precious-knowledge) | *\*You will need to meet with your book club twice during this time.*  **MA #2:**  **Book club project** |
| **Spring Break**  **March 14-18, 2022** |  |  |  |
| **Week 10**  **March 28, 2022** | **Freedom Dreaming: a new vision for the curriculum** | ✪   * [Love (2019)](https://unt.instructure.com/files/folder/courses_62759/?preview=15338897) | *\*Module due XXXX by midnight* |
| **Weeks 11-12**  **April 4-April 11, 2022** | **Content standards** | ✪✪   * Watch documentary on UNT Video on Demand: [*The Revisionaries*](https://vod.library.unt.edu/cat_vodentry.php?film=838)or you can watch on [amazon prime video](https://www.amazon.com/Revisionaries-Scott-Thurman/dp/B017X2VD5I) * Bk- **Sleeter & Carmona (2016):** *Un-standardizing curriculum-* Ch. 3 * [Bomer & Russell (2010)](https://unt.instructure.com/files/folder/courses_62759/?preview=15339007) * [Vickery, Holmes, & Brown (2014)](https://unt.instructure.com/files/folder/courses_62759/?preview=15338955) | **MA #3: TEKS analysis due** |
| **Week 13**  **April 18, 2022** | **Planning a multicultural inquiry unit** | ✪✪   * Bk- **Sleeter & Carmona (2016):** *Un-standardizing curriculum-* Chapters 4, 7, 8 |  |
| **Weeks 14-15**  **April 25-May 2, 2022** | **Rethinking our content areas: Making inquiry critical** | ✪   * [S.G. Grant (2013)](https://unt.instructure.com/files/folder/courses_62759/?preview=15339000) * [Swan, Lee, & Grant (2018) IDM Ch. 6](https://unt.instructure.com/files/folder/courses_62759/?preview=15339087) * [Swan, Lee, & Grant (2018) IDM Ch. 8](https://unt.instructure.com/files/folder/courses_62759/?preview=15338998)   \**Optional*: [Sample IDM](https://drive.google.com/file/d/1_rDRGEy6Qqyf6m4XY8IfiNnFTIFu96O2/view?usp=sharing) | *\*Module due XXXX by midnight*  **MA #4: IDM Blueprint due**  **MA #5: Final paper due** |

**\*A NOTE ON THE SYLLABUS**

You should approach this course schedule as a jazz composition— meaning there must be a willingness and expectation of improvisation:). Like a jazz musician, we will occasionally rift, edit, and “trouble” the composition as needed. Any changes to the syllabus will be announced in a timely manner.

**Grading**

Course grade matrix: (for assigning final course grades)

100% – 90% = A

89% – 80% = B

79% – 70% = C

69% – 60% = D

below 60% = F

**CALENDAR PREVIEW**

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|  | **Class Topic** | **Major assignments**  **Deadlines** |
| **Week 1** | Introductions and community building |  |
| **Week 2** | History of schooling and the curriculum |  |
| **Week 3** | Subtractive education and curricular violence | **MA #1: CRR due** |
| **Week 4** | Multicultural education | **MA #1: CRR due** |
| **Week 5** | Whose knowledge is taught and valued? | **MA #1: CRR due** |
| **Week 6** | Students lives as the curriculum | **MA #1: CRR due** |
| **Weeks 7-9** | Ethnic studies book club | **MA #2: Book club due** |
| **Week 10** | Freedom Dreaming: a new vision for the curriculum |  |
| **Week 11-12** | Content standards | **MA #3: TEKS analysis due** |
| **Week 13** | Planning a multicultural inquiry unit |  |
| **Week 14-15** | Rethinking our classrooms: Making inquiry critical | **MA #4: IDM Blueprint due** |
| **Week 16** | Finals week | **MA #5: Final paper** |

**EDUCATOR STANDARDS**

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

**Texas Teaching Standards:**

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)

Standard 2--Knowledge of Students and Student Learning

Standard 3--Content Knowledge and Expertise

Standard 4--Learning Environment

Standard 5--Data-Driven Practice

Standard 6--Professional Practices and Responsibilities

**EC-12 Professional Pedagogy and Responsibilities (PPR) Standards**

The beginning EC-12 teacher knows and understands:

* **Competency 001:** human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs
* **Competency 002:** student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning
* **Competency 005:** how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive
* **Competence 007:** principles and strategies for communicating effectively in varied teaching and learning contexts.

**EC-12 Tech Apps Standards**

The beginning EC-12 teacher knows and understands how to:

* **Standard I.** use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products
* **Standard II.** collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
* **Standard III.** make informed decisions by applying critical-thinking and problem solving skills.

# ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)

This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPs can be accessed via the Texas Education Agency using the following link: [http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fritter.tea.state.tx.us%2Frules%2Ftac%2Fchapter074%2Fch074a.html%2374.4&data=04%7C01%7CNazia.Khan%40unt.edu%7C7ceb469848a54131314808d961a5d742%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637648187177105527%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=sdTLLe%2FE1RuxfO4z1ltgWMm4dVvMnpPDGnkHdmGPiFA%3D&reserved=0).

# TEXAS COLLEGE AND CAREER READINESS STANDARDS

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link: [http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.thecb.state.tx.us%2Findex.cfm%3Fobjectid%3DEADF962E-0E3E-DA80-BAAD2496062F3CD8&data=04%7C01%7CNazia.Khan%40unt.edu%7C7ceb469848a54131314808d961a5d742%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637648187177105527%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=bYJ18D0qKuJ3AQxs98kJVWTIVsa%2F%2BklJ%2F1djdsGX3dM%3D&reserved=0)

# TECHNOLOGY APPLICATIONS

[Technology Applications (All Beginning Teachers, PDF)](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftea.texas.gov%2FWorkArea%2Flinkit.aspx%3FLinkIdentifier%3Did%26ItemID%3D51539612985&data=04%7C01%7CNazia.Khan%40unt.edu%7C7ceb469848a54131314808d961a5d742%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637648187177115518%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=txbS77nCAa4UVLaNxIn5qEUoIHjEipgkI3n1PuUFbRM%3D&reserved=0) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers and are incorporated in to the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.

**Course reading references**

Agarwal-Rangnath, R. (2020). *Planting the Seeds of Equity: Ethnic Studies and Social Justice in the K–2 Classroom*. New York City, NY: Teachers College Press.

Au, W. (Ed.). (2014). *Rethinking multicultural education: Teaching for racial and cultural justice*. Rethinking Schools.

Grant, S. G. (2013). From inquiry arc to instructional practice. *Social Education*, *77*(6), 322-326.

Jones, S.P. (2020). Ending Curriculum Violence: Yes, curriculum can be violent-- whether you intend it to or not. Here’s what it looks like and how you can avoid it. *Teaching Tolerance*. Retrieved May 20, 2020 from <https://www.tolerance.org/magazine/spring-2020/ending-curriculum-violence?utm_source=Teaching+Tolerance&utm_campaign=034ebfa730-Newsletter+5-12-2020&utm_medium=email&utm_term=0_a8cea027c3-034ebfa730-&utm_campaign=495c00dc54-Newsletter+5-12-2020&utm_medium=email&utm_term=0_a8cea027c3-495c00dc54-101036553>

Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston, Ma: Beacon Press.

Sleeter, C., & Stillman, J. (2005). Standardizing knowledge in a multicultural society. *Curriculum Inquiry*, *35*(1), 27-46.

Sleeter, C., & Carmona, J. F. (2017). *Un-standardizing curriculum: Multicultural teaching in the standards-based classroom*. New York City, NY: Teachers College Press.

Swan, K., Lee, J. K., & Grant, S. G. (2018). *Inquiry design model: Building inquiries in social studies*. National Council.

Tatum, B. D. (2000). The complexity of identity: Who am I. *Readings for diversity and social justice*, *2*, 5-8.

Thomason, R. (2017). An Open Letter to Teachers Everywhere: Are you ready for a revolution? This veteran educator is. *Teaching Tolerance*. Retrieved May 20, 2020 from <https://www.tolerance.org/magazine/spring-2017/an-open-letter-to-teachers-everywhere>

Torres, C. (2017). Why Teaching about Social Justice Matters: This teacher is often asked, “Why can’t you let ‘social justice’ go?” Here’s her answer. *Teaching Tolerance*. Retrieved May 20, 2020 from <https://www.tolerance.org/magazine/why-teaching-about-social-justice-matters>

Valenzuela, A. (2005). Subtractive schooling, caring relations, and social capital in the schooling of US-Mexican youth. *Beyond silenced voices: Class, race, and gender in United States schools*, 83-94.

Vickery, A., Holmes, K., & Brown, A. (2015). Excavating critical racial knowledge in economics and world geography. *Doing race in social studies: Critical perspectives*, 253-282.

**UNT’s Course Policies**

### **Face Coverings**

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines.  Face covering guidelines could change based on community health conditions.

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### **Attendance**

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course.  It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals.  Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

 If you are experiencing any [symptoms of COVID-19](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=04%7C01%7CLauri.Morrow%40unt.edu%7Cf5922acf16c847d609bb08d95b7c3ee0%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637641411465778240%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=5HZO7D21i5N9V9no6Y%2FiWWhE%2BIeE3xCPkLCTTeyuOsk%3D&reserved=0) ([https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=04%7C01%7CLauri.Morrow%40unt.edu%7Cf5922acf16c847d609bb08d95b7c3ee0%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637641411465788226%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=EZ%2FLDed2Iw8BqwPBf9ya09neKFBckO2Yxf2Zg8yxUGw%3D&reserved=0)) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

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### **Course Materials for Remote Instruction**

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19.  Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class.  Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course].  Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

**UNT’s Standard Syllabus Statements**

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

**Course Safety Procedures (for Laboratory Courses).** Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

**Department Syllabus Statements**

**Foliotek ePortfolio** (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://coe.unt.edu/educator-preparation-office/foliotek

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.