

ED365, Curriculum and Instruction in the Social Studies

Fall, 2007; Dr. Robert Mayer

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"The larger goal of education is to assist people in seeing the world through their own eyes, interpreting and analyzing through their own experiences and reflective thinking, feeling themselves capable of representing, manifesting, or, even if they choose, changing what they find before them. Education at its best, when it is linked to freedom, to the ability to see but also to alter, to understand but also to reinvent, to know and also to transform the world." William Ayers

"The common good is supported when all citizens become aware that the meaning and purpose of education in a democratic republic is the intellectual and ethical development of 'student-citizens,' young people who will soon assume the role of citizen. Individuals must understand that their self-interest is dependent upon the well-being of others in the community..."

"Our moral imperative as educators is to see all children as precious and recognize that they will inherit a world of baffling complexity." from the National Council for the Social Studies Introduction to Curriculum Standards

COURSE GOALS

"As social studies educators, we have three fundamental jobs: to help young people see their world, to help young people figure out what it means to promote the common good as a citizen in the world, and to help young people then decide how to act given their new understandings." Robert H. Mayer

- ~To define and explain why we teach the social studies
- ~To create units that reflect our view of teaching the social studies
- ~To develop a set of chosen methods for teaching social studies
- ~To develop a process for creating new units in the social studies
- ~To list resources for teaching the social studies
- ~To describe and engage with professional organizations related to the social studies
- ~To be ready to step in, create, and shape our own social studies classroom

Text: *Engagement in Teaching History: Theory and Practice for Middle and Secondary Teachers* by Frederick D. Drake and Lynn R. Nelson

Assignments1. Integrated Social Studies Unit Plan (25%)
(20%)

~Draft due on October 26

~Final plan due November 26

2. Unit Plan Reflective Critique (15%)

4. Lesson Presentation (5%)

5. Writing-to-Learn Assignments

6. Drake and Nelson Critique (10%)

7. Final: Philosophy Statement (10%)

8. Unannounced Quizzes (5%)

3. Successful Cor

Academic Honesty

The Student Handbook defines plagiarism as "the use, deliberate or not, of any outside source without proper acknowledgment." The Handbook goes on: "Students may not submit homework, computer solutions, lab reports, or any other coursework prepared by, copied from, or dictated by others." I will abide by the overall academic honesty procedures as laid out in the the student handbook. Make sure that you read the policies carefully. For instance, the Handbook also demands this. "Students must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given." Please follow that dictum. You are encouraged to discuss readings and to seek feedback on

papers from your colleagues in the class. Collaboration is great. Plagiarism is wrong. The work you turn in, ultimately must be of your own creation.

Work proven to be in violation of the academic honesty policy will receive a 0 and the Associate Dean for Academic Affairs will be informed of the violation. In addition, violations of the academic honesty policy would reflect a cynical view of learning itself, one not needed in the educational world. Acts of plagiarism or cheating would make it very difficult for me to support the violators application for student teaching.

Attendance/Assignments

Since the issues being considered in the course require informed discussion and involvement, you are expected to attend every class with a solid understanding of the assigned reading or with questions to be raised about the reading. If you must be absent for some reason, it is best to let me know ahead of time. For each unexcused absence, a 0 will be calculated for 3% points of your total grade. There will be unannounced quizzes throughout the semester. You will be permitted to make up these quizzes if you produce a doctor's excuse or have a valid emergency. It is your responsibility to find out about and secure any materials that may have been distributed or assignments given during missed classes. Missing more than one session will be a signal to me of a serious problem that we should discuss.

Absence is not an excuse for missed work. If circumstances arise that keep you from completing an assignment when it is due, you should discuss the situation with me. I have provided my office and home phone number so that you can call me.

Grades for assignments that are late without prior arrangement will be lowered by 5% of the total value of the assignment on the first day and 5% more for every subsequent two days of lateness.

Blackboard

Since you will be asked to download or view assignments found on websites or from Reeves, I have set up a Blackboard site for ED365. For most such assignment, there will be clickable access to the website, generally listed under the assignment for that day. There will also be Word-formatted documents for major course materials. Since all documents were originally created in AppleWorks format, some of the formatted instructions might not translate smoothly, so it might not look right, but you can trust the words. The password for the ED365 Blackboard site is *rmayer*.

Standards

In the social studies, there are oodles of standards. For this course, student teaching, and the future, you should have a folder (or perhaps two) with the standards that will be important for your teaching. There are three sets.

Set 1: Pennsylvania Department of Education Standards in "Civics and Government," "Economics," "Geography," and "History." To find the standards, go to the PDE website (<http://www.pde.state.pa.us/>), scroll down on the left under "Find Documents" to "Academic Standards" and click. You will find PDFs of all four sets of standards.

Set 2: NCSS Ten Thematic Strands. To find the thematic strands, go to this page on the NCSS website: <http://www.ncss.org/standards/>. Scroll down to the "Table of Contents" and click on "Introduction" and "Ten Thematic Strands in Social Studies" and print both.

Set 3: National Organizations in the Various Social Studies Areas:

a. **History Standards from the National Center for History in the Schools**, found at <http://nchs.ucla.edu/standards/>. From the TOC Click on "Historical Thinking, 5-12, print the "overview" and then click on "Contents of standards in historical thinking" and print that page. Go back to the TOC on the top, click on "US 5-12 Standards" and then World 5-12 Standards and print each.

b. **U.S. National Geography Standards from the National Geographic Society (known affectionately as *Geography for Life*)**, found at <http://nchs.ucla.edu/standards/>. Print off the list of 18 standards. If you would like more detail concerning any of the standards, click on the number.

c. **National Standards for Civics and Government from the Center for Civic Education**, found at <http://www.civiced.org/>. On the top of the page, put the pointer on "Publications," scroll down to

"Resource Materials," over to "National Standards for Civics and Government" Scroll down to "Online Text," click. Click on "5-8" and "9-12 Standards, printing each.

d. **National Economics Standards from the National Council on Economic Education.** found at <http://www.ncee.net/>. At the top of the page, click on "Resources." Scroll down to "National Standards," and click. Scroll down to "View the Standards" and click. Print off the 20 standards. You can click on each standard for more detail.

COURSE SCHEDULE

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

August 27, *What are the Social Studies?/Discussion and the Social Studies*

Reading 1: "Teaching Patriotism—with Conviction" by Chester E. Finn, Jr., *Kappan*, 2003 87 (8).

[Handout]

Reading 2: "Pledging Allegiance" by Walter C. Parker. *Kappan*, 2006, 87 (8).[Handout]

Thursday, September 6, William Ayers on Campus (You are urged to attend.)

September 10, *What are the Social Studies?*

*¹ Reading 1: Chapter 7, "Ignorant Activists" by James S. Leming from *Where Did the Social Studies Go Wrong* (PDF Version Available at Thomas B. Fordham Institute)Website:

<http://www.edexcellence.net/institute/publication/publication.cfm?id=317> [Click on Chapter 7]

**²Reading 2: "From Content to Subject Matter." By Stephen J. Thornton, *The Social Studies*, 2001, 92 (6).

**Reading 3: "When Going Right is Going Wrong: Education for Critical Democratic Education" by Kenneth Waltzer and Elizabeth Heilman, *The Social Studies*, 2005 96 (4).

*Reading 4: "Ten Thematic Strands" with "Introduction" from the National Council for the Social Studies

*View: #22, "A Standards Overview, 9-12" from "Social Studies in Action: A Teaching Practices Library, K-12" from Annenberg Website, Annenberg Media Learner.org (<http://www.learner.org/>) [Scroll down "Browse Teacher Resources" to "Social Studies and History" and click "Go." Scroll down to "Social Studies in Action: A Teaching Practices Library, K-12" and click. Then scroll down to #22 and click on the VoD box on the right. You should then see the TV on the screen.]

Assignments: 1)Writing-to-Learn 1 (DO Part A before reading and Part B after)

2)Lesson Analysis Sheet

September 17, *Why Teach History?: History Curriculum and the Planning Process*

Reading 1: Drake and Nelson, Ch. 1, 4, and Ch. 5

*Reading 2: PDE History Standards

¹ A single asterisk (*) indicates you should print out the reading from the internet source identified or the the ED365 Blackboard site. All readings should be printed out by the third week of class.

² A double asterisk (**) indicates that the reading is available as a download from Reeves Library.

Go to the Reeves website. Under "Articles and Journals" click on "Search for an Article." Click on "E-L," then "Multi-disciplinary" (three lines down) and then "on campus" or "offcampus" (needs your library card #) depending where you are, under "EBSCOHost," and then "continue." In "Find" on the next screen, put in the author's name (last name first), and scroll down to "author." Click on "search" and when the new screen comes up, scroll down until you find the assigned article. Print out all readings by the third week of class.

*Reading 3: "Understanding by Design"³ (from Texas Education Agency) PDF URL:
<http://www.tea.state.tx.us/ssc/downloads/toolkits/Shared%20Sections/Understanding%20By%20Design/Introduction%20to%20UBD.pdf>

**Reading 4: "Social Studies in the Block Schedule: A Model for Effective Lesson Design." By Carol and Robert Bryant, *The Social Studies*, 2000, 91 (1).

Assignment: 1)Writing-to-Learn 3

2)Create your packet of readings by printing off all Ebscohost readings with a double asterisk.

September 24, Historical Thinking/Teaching with Documents

Reading 1: Drake and Nelson, Ch. 3, Ch. 7, and Ch. 9

*Reading 2: "Overview of Standards in Historical Thinking" from National Center for History in the Schools'

View: "The Lowell System" from Primary Sources Workshops in American History from Annenberg Website

Assignment: 1)Writing-to-Learn 3 (Do before reading)

2)Lesson Analysis Sheet

September 24, Field Experience Begins

October 1, Historical Thinking , Discussion, Writing, and Assessment

Reading 1: Drake and Nelson, Ch. 8 and Ch. 10

**Reading 2:"Refuting Misconceptions about Classroom Discussion" by William W.Wilen, *Social Studies*, 95 (1).

*Reading 3: The Five Standards in Historical Thinking from National Center for History in the Schools'

View: Disease and History" " from Primary Sources Workshops in American History from Annenberg Website

Assignment: 1)Writing-to-Learn 4

2) Drake and Nelson Critique (Due Friday, October 5 by Noon at Hurd 328)

October 12, Pennsylvania Council for the Social Studies Conference in Valley Forge

ÑAll are required to attend (Cost will be \$45.00 for registration and lunch)

ÑA registration form will be given out in class and must be sent in by September 28, 2007

October 15, Social Studies, Assessment

***⁴ Reading 1: "Assessing Student Learning" (pp. 133-153) from *A Practical Guide to Middle and Secondary Social Studies*, Second Edition by June R. Chapin (Reserve)

Reading 2: Drake and Nelson, Ch. 6

Reading 3: Other readings TBA

Assignment: Writing to Learn 5 about PCSS

October 22,Presenting a Lesson

Topic: TBA

Assignment: (Due Friday, October 26) Draft of Unit Plan

October 29, Teaching Civics 1

**Reading 1: "Teaching Against Idiocy" by Walter C. Parker in Kappan, 2005, 86(5).

**Reading 2: "Unaddressed Issues" by J. Martin Rochester in Kappan, 2005, 86 (9).

**Reading 3:"The Education of Citizens" by Walter C. Parker in Kappan, 2005, 86 (9).

3

⁴ A triple asterisk (***) indicates the reading is on reserve in Reeves Library.

***Reading 4: Parker, Walter C. "Classroom Discussion: Models for Leading Seminars and Deliberations," *Social Education*, Vol. 65, No. 2, March 2001, pp. 111-115.

*Read: PDE Standards for Teaching "Civics and Government"

**View: Public Policy and the Federal Budget Lesson on "Making Civics Real: A Workshop for Teachers" from Annenberg Website, Annenberg Media Learner.org (<http://www.learner.org/channel/workshops/civics/workshops.html>) View segment by clicking on VoD box to the right of workshop 1 on the first screen, Workshop Session."

ÑClick on the icon for the "Public Policy and Federal Budget Lesson" and read overview under "Workshop Session."

ÑScroll down to "Lesson Plan" link and click.

Ñ*Reading 1: Read all materials under "Teaching the Lesson," not forgetting to click on every activity link at the bottom of the page and reading, and printing off and reading "A Citizen's Guide to the Federal Budget."

Assignment: 1)Writing-to-Learn 6
2)Lesson Analysis Sheet

November 5, Teaching Civics 2 and Discussion

**View: "Freedom of Religion" (No. 1) Lesson on "Making Civics Real: A Workshop for Teachers" from Annenberg Website, Annenberg Media Learner.org (<http://www.learner.org/channel/workshops/civics/workshops.html>)

ÑClick on the icon for the "Freedom of Religion" lesson and read overview under "Workshop Session."

ÑScroll down to "Lesson Plan" link and click.

Ñ*Reading 1: Print off and read all materials under "Teaching the Lesson," "Assessment," and "Lesson Materials."

Ñ*Reading 2 and More: On the page for the lesson plan, click on "Essential Readings" on the left side. and then print off and read all of "Problem-Based Learning (PBL)" and "Socratic Questioning" (One click) and "Study About Religions in the Social Studies Curriculum" (A Second Click)

ÑView segment by clicking on VoD box to the right of workshop 1 on the first screen, Workshop Session."

**Reading 3: The art of deliberation. By: Walter C Parker, *Educational Leadership*, Feb97, Vol. 54 Issue 5, p18.

**Reading 4: "Assessing Civic Discourse" by Walter C. Parker, *Educational Leadership*, May95, Vol. 52 Issue 8, p84.

*Reading 5:: "5-8" and "9-12 National Standards for Civics and Government " from Center for Civic Education

Assignment: Writing-to-Learn 7 with Lesson Analysis Sheet

November 12, Teaching Geography 1

***Reading 1:"Chapter 4, Four Cornerstones: Foundation Ideas of Geography," from Teaching Geography by Phil Germshel (On reserve)

View and Read: Workshop 1 (Introduction) from "Teaching Geography" from Annenberg Media Website (<http://www.learner.org/channel/workshops/geography/>)

Click on Workshop 1: "Introduction" (which I will refer to as "the introduction page.")

ÑBefore viewing, print out and read:

Ñ*Reading 2: "Introductory Material for Workshop 1" Click on the "Before You Watch" link, read over that screen, and then go down to the "Go to this workshop's readings" link and click.

Ñ*Reading 3: Sections marked: "The Eighteen Standards" and "Using The Eighteen Standards"

Ñ*Reading 4:"Terms" Go back to the introduction page and click on and read "terms."

Ñ*Reading 5: "Featured Lesson Plan: What is Happening to the Aral Sea?" Go back to the introduction page and click on "Lesson Plan."

ÑView Show: After reading, go back to the introduction page and click on the VoD box and watch both part one and part two of workshop 1.

*Reading 6: Pennsylvania Department of Education Standards for "Geography"
Assignment: Writing-to-Learn 8 and Lesson Analysis Sheet

November 19, Teaching Geography 2

***Reading 1: "Chapter 6: Spatial Thinking: Geographical Skills" from Teaching Geography by Phil Germshel (On Reserve)

View and Read: Workshop 4 (North Africa/Southwest Asia) from "Teaching Geography" from Annenberg Media Website (<http://www.learner.org/channel/workshops/geography/>)

ÑClick on Workshop 4: "North Africa/Southwest Asia"

ÑBefore viewing, print out and read:

Ñ*Reading 2: "The National Geography Standards for Workshop 4" from the "Before you watch" screen. Click on "National Geography Standards." Also, read over the "before you watch" screen.

Ñ*Reading 3: "Terms" Go back to the introduction page and click on "terms." Print out terms for "workshop 4"

Ñ*Reading 4: "Featured Lesson Plans" Go back to the introduction page and click on "Featured Lesson Plans" Print out and read The Three Lesson Plans

ÑView Show: After reading, go back to the introduction page and click on the VoD box and watch both part one and part two of workshop 4.

Assignment: 1)Writing-to-Learn 9 and Lesson Analysis Sheet

2)(Due Tuesday, November 20, by four, delivered to Hurd 328/Must be present in class

November 19 or plan turned in 11/20 will be considered late.) Unit Plan

November 26, Teaching Economics

**Reading 1: "Fate vs. choices: What economic reasoning can contribute to social studies". By: Wentworth, Donald R.; Schug, Mark C.. Social Studies, Jan/Feb93, Vol. 84 Issue 1.

**Reading 2: "Making the Economic Concept of Scarcity Oh-So-Sweet". By: Marks, Melanie; Davis, Cheryl. Social Studies, Nov/Dec2006, Vol. 97 Issue 6, p239-244. or

*Reading 3: Patty Cunningham's (Nazareth High School) "Scarcity and Choice" unit (<http://teacherweb.com/PA/NASD/PatriciaCunningham/>)

*Reading 4: Pennsylvania Department of Education Standards for "Economics"

*Reading 5: "National Standards" from National Council on Economic Education website

View and Read: Workshop 2 "Why Markets Work" from "The Economics Classroom: A Workshop for Grade 9-12 Teachers" from Annenberg Media Website

(<http://www.learner.org/channel/workshops/economics/>)

ÑClick on "Workshop Descriptions" and then Click on Workshop 2: Why Markets Work" To watch, Click on the VoD box.

Ñ*Reading 6: Before viewing, go back to the first page, click on "support materials" and click on "Workshop 2" print off and read the pdf materials for the workshop.

Assignment: 1)Writing-to Learn 10 and Lesson Analysis Sheet

December 3, Social Studies, Reading, and Learners with Special Needs

**Reading 1: "Promoting Reading Comprehension in Social Studies" Dixie D. Massey, Tina L. Heafner, Journal of Adolescent and Adult Literacy, 2004, 48 (1).

**Reading 2: "Knowing the How and Why of History: Expectations for Secondary Students with and without Learning Disabilities." Susan De La Paz, Charles MacArthur, Learning Disability Quarterly, 2003 26 (2).

**Reading 3: "Accommodating Weak Readers in History Research Projects: Using Varied Types of Sources." Warren J. Wilson, David M. Memory, *The Social Studies*, 2001, 92(4).

Assignment: 1) Writing-to-Learn 11

2) (Due Wednesday, December 5, by noon, delivered to Hurd 328).

Unit Plan Reflective Critique,

December 10, Fitting the pieces together, What are the social studies?

Presentation of Unit Critiques

**Reading 1 "From Content to Subject Matter." By Stephen J. Thornton, *The Social Studies*, 2001, 92 (6).

**Reading 2: "Historical Thinking and Other Unnatural Acts" By: Sam Wineburg, *Phi Delta Kappan*, 1999, 80 (7).

Assignment: Writing-to Learn 12

December 7, Field Experience Ends

UNIT PLAN, EDUCATION 365

Preview: (About teaching in preparation of writing the unit plan and critique.)

For each lesson that you teach, make sure you have at least three concrete ways to assess student learning. This could be in the form of an activity they did in class or at home, your after lesson notes where you record what students said in particular parts of the lesson, notes from your coop or from a supervisor, or more.

My View

A Unit plan is a vision that links a teachers views of what learning is most valuable with a particular set of students. Unit Plans also reflect the teacher's view of how students learn. Connecting all of this, a unit plan is a hypothesis about the relationship between a teaching approach and student learning. In other words, it is fuel for inquiry. A unit plan also sets the stage for a teacher to consciously study their own practice.

In addition, the field experience and this unit plan present an opportunity for you to critically examine methods discussed in this course in a real context. You need to judiciously choose methods and approaches discussed in class that fit your particular students.

A Definition

A unit plan is a coherent and connected set of lesson plans building to the accomplishment of some broad learning goal or goals. Individual lesson plans and unit plans need to grow from a set of concerns including:

- Ñthe nature of the specific students being taught,
- Ñthe nature of the community the school is situated in,
- Ñlearning principles grounded in psychology, including brain research,
- Ñthe nature of the discipline being taught,
- Ñyour broad philosophical view of education and its role in a democratic country,
- Ñyour broad philosophical view of the social studies,
- Ñyour answer to the questions: What knowledge is of most importance to learn? and What experience would be most valuable in gaining that knowledge?

Specific Guidelines

Learning about your students and your school

The unit plan is the main assignment for ED365 and needs to be planned and developed early on in your field experience. Since the plan represents your ideas about teaching and learning as they impact a particular group of students, you should consult with an expert on those students (and that age group in general). That expert would be your cooperating teacher. Meet early to discuss this assignment with your cooperating teacher. Designate a unit and a group of students you will be teaching.

In addition, find out all you can about the school you are in and the community from which the school draws. Conversation with your coop will help here, but go also to the internet. Go to the school website. You can get an idea of the school from what is posted. Some schools give data about the school and include postings that suggest some things about the community from which the school draws. The state posts data about every school as a PA Profile. Try, <http://www.paprofiles.org/> and then pump in the name of your school. You can gather lots of data from that source. There is also a data-gathering group called "greatschools" which posts data about schools. If you google the school name, you should find information about your school from that site. (The site appears to be from a group that promotes choice in public education, so be conscious of the fact that there is a perspective being pushed forward.) Here is one suggestion. To get a frame of reference, gather the same sort of data from a similar (middle school or high school) school you went to. Print off the data from all sources and include it in an appendix for your unit plan.

Your unit must be a minimum of eight block-scheduling lessons or fifteen regular-scheduling lessons. (The minimum you must actually teach are five for block and ten for regular so you may have

some plans that you don't actually teach.) Despite the minimum, your plan might be longer (you could teach only part of the unit) and you might teach more than the five/ten lessons. In fact, I urge you to teach more. The more you teach, the better prepared you will be for student teaching.

The unit is an opportunity for you to put into practice and critically examine methods and theories you are learning in this course to a large extent and methods you learned in ED260 to a lesser extent. Activities you design should be at a variety of levels on Bloom's cognitive taxonomy and should actively engage learners. The lessons should reflect appropriate standards for the social studies including those of PDE and the various organizations (NCSS, NCEE, CCE and more) related to the social studies.

What needs to be in the unit plan?:

Please place the plan in some binder so that it is clearly held together.

- 1)Table of Contents
- 2)A Description of the School You Are Teaching In (1-2 Paragraphs)
- 3)A Description of the Students you are Teaching (2-3 Paragraphs)
- 4)Broad Organizing Ideas in the Form of One or More of the Following:
 - ÑThemes
 - ÑQuestions
 - ÑEssential Ideas or Essential Questions
 - ÑBroad Goals or Objectives

NOTE: Make sure that after you create the broad idea, that it flows throughout the lessons. I will be looking for that interrelationship between idea and practice when I read over your plan.

5)A Discussion of those Broad Organizing Ideas. This discussion should answer the question: Why are these themes/ideas/questions important for the lives of the particular students I am teaching in this particular school? (1-2 Paragraphs)

6)A Rationale for the Sorts of Methods Laid Out. Your rationale needs to answer this question: Why would these methods chosen and this general approach to teaching chosen, promote learning for this particular group of students in this particular school? (2-3 Paragraphs)

7)Individual Lesson Plans (minimum of eight for those on block scheduling and fifteen for those on regular scheduling, plans to be done using format in handbook). Your plans need to be constructed according to guidelines presented in the handbook. They need to include methods discussed in ED365 and to a lesser extent ED260. In addition, your plans need to clearly convey how you have adapted your instruction for learners with special needs.

8)A Brief Description (around a paragraph) of Other Lessons You Would Teach in this Unit (though did not do in your current context). Include goals and activities you would like to have used.

9)Identification of student use of computers and the internet as part of the learning process

10)All Handouts (activity sheets, anticipation guides, student worksheets). These should be included with the plan.

11)Summative Assessment Device and Formative Assessment Devices

12)Annotated listing of at least ten resources used including websites, books, people, teacher workbooks

Note about annotated listing of resources: Compile a list of resources that are relevant to your unit. These would include ones that you use and ones that you don't use. The annotation is a few sentences explaining what the item is, how you used it or might have used the item for a unit, and why you used it or will use it.

CRITERIA FOR EVALUATION OF UNIT PLAN

ÑThe unit plan is coherent in that it:

- is explicitly unified by themes, questions, or broad goals,
- includes a clear interrelationship between the broad idea and the plans,
- is clearly constructed with the particular students and particular school in mind.

ÑRich descriptions of student and school are presented

ÑThe organizing idea for the unit is clearly explained including its importance to the students being taught

~Rationale clearly presents why the methods used were chosen

~Content is thoroughly and accurately presented in the unit plan

~Lessons

- are complete and detailed as prescribed in the lesson plan handout,
- include methods considered in ED365 ,
- are engaging,
- include active forms of learning,
- encourage high order and critical thinking in students,
- include strategies that are reflective of the discipline being taught (history, economics),
- include a variety of interrelated activities.

~Unit plan teaches to designated standards

~Unit plan reflects a concern for learners with special needs

~Unit plan includes appropriate and well-designed formative and summative assessments

~Unit plan incorporates principles of best practice in the social studies taught in the course

~Appendix is included with data about school and data about student learning

Note: On Friday, October 26, you will be turning in a draft of your unit plan. This will allow me to provide a formative evaluation of your progress. Your draft needs to include the description of your school and of the students you are teaching, the broad organizing ideas for your unit with discussion, your rationale for chosen methods (briefer than final because you will not have taught all), at least two (block schedule) or four (regular schedule) plans taught with all materials created for your lessons, annotated list with at least four resources, and a brief discussion of where you plan to go in your unit. The draft does not have to be polished and beautiful.

Final unit plan is due Tuesday, November 20.

UNIT PLAN REFLECTIVE CRITIQUE, EDUCATION 365

What is a reflective critique?:

A reflective critique is like a peer microteaching analysis in that you examine your ideas and your plans in relation to what actually happened in your classroom. What happened for your particular students as they engaged with your vision? And how did the broader context of the community your students live in interact with your vision?

Your Task

In around eight pages, write a critique that includes the following elements:

- ~ A brief introduction that reintroduces what your unit plan is all about, who your students are, and the relationship between the two.
- ~ Rich descriptions of your teaching, the methods and strategies as you actually carried them out. Include nuanced discussions of methods that were particularly important for your teaching. And make sure you include talk about methods we considered in class.
- ~ A discussion of the ideas about teaching and learning that drove the creation of this unit. The ideal is for you to describe how your ideas about teaching and learning evolved as you got to know your school and your students.
- ~ Rich description of student learning with data (notes from observers, student work, your notes). This is an extremely important part of your critique. Without rich descriptions backed with evidence, you have little basis for critiquing what you did.
- ~ A Critique of the implementation of the unit. Use your data here, both feedback from others and evidence from the classroom itself (student work, data you gather after lessons, recollections after each lesson) to provide evidence for your assertions. Overall, you are answering these questions:
 - ~ To what extent did these methods and my overall approach work for my students? In addition, how effective were the assessment tools I designed? How effectively did I address the needs of diverse learners?
 - ~ To what extent did my ideas about teaching and learning hold true given the experience with my students?
 - ~ Given the experience, how would I adapt methods used, my overall teaching style, and my overall plan if I were to teach these students again?

Below are some other related questions you might want to consider and address:

- ~ What changes did I need to make as I implemented my best-laid plans?
- ~ Which lesson was the strongest of my unit? Why?
- ~ Which was my least effective lesson?
- ~ What are the strengths and the weaknesses of the unit I designed
- ~ A personal concluding statement. Answer questions like. What are you finding out about yourself as a teacher? What are you finding out about teaching? What are your feelings and thoughts about teaching? What are your personal strengths? areas of weakness? What specifically do you want to build on in your strengths? What specific skills, attitudes, understanding do you want to work on improving in your teaching? What are you finding out about students and schools? NOTE: These are only suggested questions. Answer as many as you like. Make up your own. This is the mandate: You need to have some concluding statement that takes the experience of implementing this plan and brings the experience back to yourself in some way.

Evidence

- ~ A Variety of Student Work including written work, projects, quizzes and data about each; after each assessment, an analysis
- ~ Data about student responses in class;
- ~ Cooperating Teacher Notes
- ~ College Supervisor Notes

~Peer Notes (if possible)

~Your own reflective notes on lessons which you should gather after each lesson you teach.

[Discuss what should be in those notes]

Criteria for Evaluation: The unit plan reflective critique will be worth 15% of the final course grade and will be evaluated according to this criteria. The critique:

1. Conveys clearly big ideas driving the unit,
2. Describes student learning in a nuanced manner and conveys a clear sense of who the students are and the community they come from,
3. Describes teaching in a nuanced manner,
4. Conveys important conclusions about teaching and learning,
5. Provides strong evidence for conclusions about teaching and learning, (In particular, it is clear how conclusions are driven by a knowledge of the students.)
6. Describes and documents changes made and will make to lesson plans and overall unit and explains the rationale for those changes.
7. Identifies strengths and weaknesses of unit and offers specific strategies for improving the unit. Discussion of strengths and weaknesses logically grows from evidence and ideas presented.
8. Is an honest examination of teaching.
9. Conveys an overall sense of personal social studies teaching philosophy and preferred teaching style
10. Is driven by a main idea and includes well crafted and connected paragraphs, well crafted and connected sentences within the paragraphs, an introduction and a closing.
11. Critique follows the conventions of so-called standard written English.

Final unit plan critique is due Wednesday, December 5.

PRESENTING A LESSON (October 22)

You will be assigned a topic related to history on October 15. Among all the students, there will be two or three, so there will be more than one person for each topic. You are not to discuss your work with other members of the class. You are to work alone. Your primary task is to create lessons that will bring the topic to life.

The Lessons

Given your topic you will:

- Ñ Create two 50-minute lessons on the topic. The lessons will reflect everything the students might learn in class about the topic within an appropriate unit, so the lessons should build off of one another. Beyond that, the lessons should follow the format laid out in the pre-student teaching handbook.
- Ñ Each lesson needs to include at least one original piece of curricular material you created. They can include more.
- Ñ You need to include at least one primary document, more if possible.
- Ñ Your use of the document(s) needs to convey your view of how to teach historical thinking.
- Ñ Include copies of all materials you plan to use in the lesson including xeroxes of any reading you plan to have kids do.
- Ñ The lesson should reflect your view of excellent social studies teaching.
- Ñ In creating the plan, you should use at least five websites and five other sources identified in an annotated bibliography. The annotation should consist of a few sentences explaining what the resource is and how it might be useful to a teacher (or not useful at all, if that is your judgment.)

Writing-to-Learn

Write a one-two page statement describing both the process you went through in creating the lessons and also what you learned about how to design lessons.

Presentation

Prepare a five minute presentation for class where you describe the two lessons and where you also make a brief statement about the process you went through in creating the plans. The presentation will take place on October 22.

Purpose

This will be an opportunity to think through how to create lessons within a limited timeframe. It is also a chance for us to witness how different teachers plan differently for the same topic.

LESSON ANALYSIS SHEET: STUDYING TEACHING METHODS FROM THE ANNENBERG WEBSITE

Whenever you are assigned a lesson to observe on the Annenberg website, you should come in with notes that help answer the questions below or other questions you wish to answer. In a few cases, you will be asked to write more formal critiques of lessons for the writing-to-learn assignments. These questions might serve as a springboard for that writing.

1. What methods are being suggested? [Write down each method and write down all of the steps of the method, all things the teacher did.]

2. What principles of learning and teaching seem to guide the teacher?

3. What sort of learning generated by that method is portrayed? Take notes on student learning. Be ready to provide that evidence.

4. Given your observation of student reaction and your own experience teaching, critique the method. Consider some or all of these questions or invent some of your own.

Is this the sort of learning that I would hope to generate in my classroom? Explain.

Who does this method seem to be most appropriate for?

What ways might the method be adapted for use within my philosophy and other teaching context?

What ways might the method need to be adapted to accommodate students we are seeing in the field?