

ED365, Curriculum and Instruction in the Social Studies  
 Fall, 2008; Dr. Robert Mayer  
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*“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

### ESSENTIAL QUESTIONS

1. What are the social studies?
2. What is a citizen and what must one learn in order to be a good citizen?
3. What are our essential goals as social studies teachers?
4. Given our goals as social studies teachers, what do we need to learn about how to teach in order to reach those goals?
5. How can we teach the social studies in a manner that allows us to meet the needs every one of our students?

**TEXT:** *Divided We Stand: Teaching about Conflict in U.S. History* by James A. Percoco, Heinemann, 2001.

### ASSIGNMENTS

- |   |                                       |
|---|---------------------------------------|
| 1. Integrated Social Studies Unit Plan (25%)      | 5. Writing-to-Learn Assignments (20%) |
| •Draft due on October 24                          | 6. Percoco Critique (10%)             |
| •Final plan due November 21                       | 7. Final: Philosophy Statement (15%)  |
| 2. Unit Plan Reflective Critique (15%)            | 8. Unannounced Quizzes(2%)            |
| 3. Successful Completion of Field Experience (5%) | 9. Participation in Class (5%)        |
| 4. Lesson Presentation (3%)                       |                                       |

### ACADEMIC HONESTY

The Student Handbook defines plagiarism as “the use, deliberate or not, of any outside source without proper acknowledgment.” The Handbook then states the following: “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 basic understanding of the assigned reading or with questions to be raised about the reading. If you must be absent for some reason, you must let me know ahead of time unless there is some emergency. In the case of an emergency, speak to me about the situation as soon as you are able. Absences will be excused for legitimate reasons such as illness. For each unexcused absence, a 0 will be calculated for 3% of your total grade. Missing more than two sessions will be a signal to me of a serious problem that we should discuss.

There will be unannounced quizzes throughout the semester. You will be permitted to make up these quizzes if your absence is excused. In addition, whether your absence is excused or unexcused, it is your responsibility to find out about and secure any materials that may have been distributed or assignments given during missed classes. It will be your responsibility to talk to class members to find out in detail what you missed.

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 before the assignment is due. I have provided my office and home phone number so that you can call me. Grades for assignments that are late without prior agreement 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.

### **ACCOMMODATIONS**

Day students who wish to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first **MUST** meet with either Mr. Joseph Kempfer in the Office of Learning Services or Dr. Ronald Kline in the Counseling Center.

Comenius Center students who believe that they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

## COURSE SCHEDULE

**\*Available On-Line**

**\*\*Available through Ebscohost**

**\*\*\*On reserve at Reeves**

**August 25**, Citizenship 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]

*Reminder: Field Experience Meeting, Wednesday, August 27 (6:30) In Prosser, Attendance Required!*

**September 8**, What are the Social Studies?/Understanding by Design

\*Reading 1: "Ten Thematic Strands" and "Introduction" from the National Council for the Social Studies  
{ <http://www.ncss.org/standards/> }

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

\*\*\* Reading 3: "Understanding by Design" (Expanded 2nd Edition) by Grant Wiggins and Jay McTighe  
Chapter 1 "Backward Design" and Chapter 4 "The Six Facets of Understanding" [Also available as  
an "electronic resource" from the Reeves catalog]

\*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/resources/series166.html>  
}[Scroll down to #22 "A Standards Overview, 9-12" and click on the VoD box on the right. You should then see  
the TV on the screen.]

**September 15**, Designing Units in History

Reading 1: Percoco, Introduction, Ch. 1 and 2

\*Reading 2: PDE History Standards { <http://www.pde.state.pa.us/> } [Scroll on left to "Academic Standards"  
and scroll to "History" and click on preferred format.

**September 22**, Designing Units in History/Historical Thinking

Reading 1: Percoco, Ch 4 and Ch 5

\*Reading 2: "Overview of Standards in Historical Thinking" from National Center for History in the Schools'  
plus content for Standards in Historical Thinking { <http://nchs.ucla.edu/standards/> }

*September 22, Field Experience Begins. Don't forget to gather notes and evidence from day 1. You might want to  
keep a journal and a folder for student work and more.*

**October 1 (6:30-9:30)** Social Studies and Assessment/Writing [Please note change in schedule. No class on  
September 29 due to Rosh HaShanah]

\*\*\*Reading 1: "Understanding by Design" (Expanded 2nd Edition) by Grant Wiggins and Jay McTighe Chapter  
7 "Thinking like an Assessor" and Chapter 8 "Criteria and Validity" [Also available as an "electronic resource"  
from the Reeves catalog]

\*\*\*Reading 2: Chapter 10 "Using writing to engage your students in the past" from *Engagement in Teaching  
History: Theory and Practices for Middle and Secondary Teachers* by Frederick D. Drake and Lynn R. Nelson

**October 13**, Designing Units in History/Discussions

Reading 1: Percoco, Ch 6 and Epilogue

\*Reading 2: Teaching With Documents: "A Date Which Will Live in Infamy"  
{ <http://www.archives.goeducationlessons/day-of-infamy/> }

\*\*Reading 3: "Refuting Misconceptions about Classroom Discussion" by William W. Wilen, *Social Studies*, 95  
(1).

October 17, Pennsylvania Council for the Social Studies Conference in Gettysburg

A registration form will be given out in class and needs to be sent in by September 28, 2007; Cost is \$30.00

**October 20**, Teaching Diverse Learners

\*\*Reading 1: "Knowing the How and Why of History: Expectations for Secondary Students with and without  
Learning Disabilities." By Susan De La Paz, Charles MacArthur, *Learning Disability Quarterly*, 2003, 26 (2).

\*\*\*Reading 2: Chapter 2 "Getting to Know the ELL Student: Focus on Language" from *Passport to Learning:  
Teaching Social Studies to ESL Students* by Barbara C. Cruz, Joyce W. Nutta, et al., NCSS Bulletin 101

\*\*Reading 3: “Strategies for Making Social Studies Texts More Comprehensible for English-Language Learners.” By Clara Lee Brown, *Social Studies*, Sep/Oct2007, Vol. 98 (5).

\*\*Reading 4: “Preparing Secondary Education Teachers to Work with English Language Learners: Social Studies” by Kris Anstom, 1999, ERIC, ED 436 089

\*\*Reading 5: “Curriculum Planning for All Learners: Applying Universal Design for Learning (UDL) to a High School Reading Comprehension Program” by Grace Meo, *Preventing School Failure*, Winter, 2008, Vol. 52 (2).

**Due Friday, October 24:** Unit Plan Draft

### October 27, Teaching Civics 1

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

\*\*Reading 2: “The Return of Civic Education” by Donovan R. Walling in *Kappan*, December 2007, 89 (4).

\*\*\*Reading 3: Parker, Walter C. “Classroom Discussion: Models for Leading Seminars and Deliberations,” *Social Education*, Vol. 65, No. 2, March 2001, pp. 111-115.

\*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>)

View segment by clicking on VoD box on the first screen, Workshop Session.”

Read: Click on the icon for the “Freedom of Religion” lesson and read overview under “Workshop Session.” Scroll down to “Lesson Plan” link and click.

\*Reading 4: Print off and read “Teaching the Lesson,” “Assessment,” and “Lesson Materials.”

\*Reading 5: 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)

Print and Skim: PDE Standards for Teaching “Civics and Government”

### November 3, Presenting a Lesson

#### November 10, Teaching Civics 2 and Discussion

\*\*Reading 1: “The art of deliberation”. By Walter C Parker, *Educational Leadership*, Feb97, 54 (5).

\*\*Reading 2: “Assessing Civic Discourse” by Walter C. Parker, *Educational Leadership*, May95, 52 (8).

\*View: “Public Policy and the Federal Budget Lesson” (No. 3) 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 on the first screen, Workshop Session.”

\*Read: Click on the icon for the “Public Policy and Federal Budget Lesson” and read overview under “Workshop Session.”

Scroll down to “Lesson Plan” link and click.

\*Reading 3: 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.”

#### November 17, 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” on Annenberg Media Website  
(<http://www.learner.org/channel/workshops/geography/>)

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

Before viewing, read:

\*Reading 2: “Before You Watch” screen [Click on the “Before You Watch” link, on “the introduction page” and read over that screen.

\*Reading 3: Sections marked: “The Eighteen Standards,” “Using The Eighteen Standards,” “Geographic Skills and Perspectives,” and “The National Geography Standards for Workshop 1” from the “workshop readings” screen. [On the “Before you watch” screen, click on “Go to this workshop’s readings” on the “Before you watch” screen and click.]

\*Reading 4: “Terms” Go back to the introduction page and click on and read “terms.”

\*Reading 5: “Featured Lesson Plan: What is Happening to the Aral Sea?” Go back to the introduction page and click on “Featured Lesson Plans.”

View 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.

**Due, Friday November 21 , by noon in 328 bin:** Unit Plan

### **November 24,** Teaching Geography 2

\*\*\*Reading 1: “Chapter 6: “Spatial Thinking: Geographical Skills” from *Teaching Geography* by Phil Germshel

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

Click on Workshop 4: “North Africa/Southwest Asia”

Before viewing, read:

\*Reading 2: “Before You Watch” screen [Click on the “Before You Watch” link, on “the introduction page” and read over that screen.

\*Reading 3: “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.

\*Reading 4: “Terms” [Go back to the introduction page and click on “terms.” Print out terms for “workshop 4”]

\*Reading 5: “Featured Lesson Plans” [Go back to the introduction page and click on Featured Lesson Plans” Print out and read The Three Lesson Plans]

### **December 1,** Teaching Economics

\*\*\*Reading 1: Chapter 4, “What is Economics?” and Chapter 5, “Economic Systems” from *Introducing Economics* by Mark H. Maier and Julie A. Nelson (On Reserve)

\*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/>)

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

\*Reading 2: “Workshop 2: How Markets Work.” [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.]

**DUE December 3, by noon in 328 bin :** Unit Plan Reflective Critique

### **December 8,** What are the social studies? One More Look

\*\*Reading 1: “Dare We Make Peace: A Dialogue on the Social Studies Wars.”By Ronald Evans and Jeff W. Passee, Jeff. *Social Studies*, Nov, 2007, 98 (6).

\*\*Reading 2: “On the Alleged Demise of Social Studies: The Eclectic Curriculum in Times of Standardization--A Historical Sketch” By: Saxe, David Warren. *International Journal of Social Education*, Fall/Winter, 2003-2004, 18 (2), (EJ718721) Full Text Available from Eric.

## 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.

## 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 teacher's views of what learning is most valuable and a view of how people learn with a particular set of students. So first you lay out your broad goals, and then you lay out lesson goals. Next you create strategies, both long range and day-to-day. Those strategies represent your best guess or hypothesis concerning how to get your particular students to reach your stated goals. To guess wisely, you need to know your students as well as you can. You need to know them both as a class and as individuals. Each class is diverse and you need to study the diverse nature of your students, whether that diversity be cultural, linguistic, academic, or something else, you need to understand it. That understanding allows you to figure out the best strategies for your students, both collectively and individually. And after you come to know your students, create your goals, and teach, you then need to reflect.

### 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:

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

### 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 particular, talk to your coop about the diverse nature of the students. Ask about linguistic diversity. Ask about IEPs. Ask to see IEPs. Ask about and observe the cultural diversity in your class.

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 also go to the internet. Go to the school website. You can get an idea of the school from what is posted. Start with the school website. Some schools post interesting information about themselves and the community their student's draw from. You can do a general Google search for your school. Specifically, there is a data-gathering group called "greatschools" [ <http://www.greatschools.net/> ] which posts data about schools and "public school review" [ <http://www.publicschoolreview.com/> ] If you search using 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.) To get a frame of reference, gather the same sort of data from a middle school or high school you went to, depending on whether the school you are currently at is a middle school or high school. Print off the data from all sources and include it in an appendix for your unit plan.

### Teaching

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 requirements, your plan might be longer and you might actually 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): Give a broad sense of the student body and the community from which the school draws.

3) **A Description of the Students you are Teaching (At least 3 Paragraphs)**: Your discussion needs to capture a sense of the students as a class. More importantly, you need to include a discussion of the diverse nature of your students. Discuss the linguistic diversity and discuss the cultural diversity. State how many students have I.E.P.'s and the nature of the variety of needs the special needs learners will bring to class. For the class as a whole and for individuals, talk about how they seem to learn.

4) **Broad Organizing Ideas in the Form of One or More of the Following:**

☐ Themes

☐ Essential Ideas or Essential Questions

☐ Broad Goals or Objectives

You should have between 5 and 10 broad organizing ideas. Make sure that after you create the broad idea, the idea 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 these questions: Why are these themes/ideas/questions important for American schools in general? 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 Discussion of the Methods Used in the Unit Plan and a Rationale for the Use of those Methods.** Talk about the methods you tend to use or will use. For instance, if questioning, discussion, and inquiry activities are a prevalent strategy you employ, talk about them. Then go on and give a rationale, an explanation for why you are using these strategies. In addition to other issues, explain how these methods would help you reach your broad goals and also why these methods and your general approach to teaching would promote learning for this particular group of students in this particular school? (2-3 Paragraphs)

7) **A Discussion of Technology:** Describe how technology was used or will be used in your lesson and how that use is apt for your students and helps you to reach your broad goals. Include a discussion of how students used computers and the internet as part of the learning process. (1-2 Paragraphs)

8) **Individual Lesson Plans** (minimum of eight for those in block scheduling and fifteen for those in 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.

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

11) **Summative Assessment Device and Formative Assessment Devices:** With both types of assessments, have a brief statement about how you use or will you use both to assess the impact of your teaching on student learning. You will describe that impact in your unit plan reflection. (1 Paragraph)

12) **A Brief Description 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 employed.

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

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 such a unit, and why you used it or will use it.



## RUBRIC

Criteria for Evaluation: The unit plan will be worth 25% of the final course grade and will be evaluated according to this criteria.

## Key to Rating Scale

- 5 Student work exemplifies this component well
- 4 Student work clearly displays this component
- 3 Student work displays this component but could use further clarity or development
- 2 Student work minimally displays this component.
- 1 Student work does not display this component

## CRITERIA FOR EVALUATION OF UNIT PLAN

- \_\_\_\_\_ 1. The unit plan is coherent in that it is explicitly unified by themes, questions, or broad goals, clearly shows the broad idea within individual plans and throughout the unit, and is clearly constructed with the particular students and particular school in mind.
- \_\_\_\_\_ 2. Rich descriptions of the students are presented capturing the diversity within the class.
- \_\_\_\_\_ 3. Rich description of school is presented.
- \_\_\_\_\_ 4. Methods used and appropriateness of methods used for students in the class are laid out and explained.
- \_\_\_\_\_ 5. Rationale clearly presents why the methods used were chosen.
- \_\_\_\_\_ 6. Content is thoroughly and accurately presented in the unit plan.
- \_\_\_\_\_ 7. Lessons are complete and detailed as prescribed in the lesson plan handout.
- 8. Lessons:
  - \_\_\_\_\_ 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 the use of technology,
  - \_\_\_\_\_ include a variety of interrelated activities.
- \_\_\_\_\_ 9. Unit plan teaches to designated standards.
- \_\_\_\_\_ 10. Unit plan reflects a concern for learners with special needs and linguistically-different students
- \_\_\_\_\_ 11. Unit plan includes appropriate and well-designed formative and summative assessments
- \_\_\_\_\_ 12. Unit plan incorporates principles of best practice in the social studies taught in the course
- \_\_\_\_\_ 13. Appendix is included with data about school and data about student learning

Note: On Friday, October 24, 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.

Unit Plan Due, Friday November 21

Save student work. Write informal reflections after lessons.

### **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:

1) A brief introduction that reintroduces what your unit plan is all about, who your students are, and the relationship between the two.

2) 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.

3) 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.

4) 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.

5) A Critique of the implementation of the unit. Use your data here, both feedback from others and data 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? You will be discussing many issues here. Make sure you answer these two questions in the context of that discussion:

- How effectively did I address the needs of diverse learners, including students with special needs and English language learners?

- How effectively did I use technology?

☐ How effective were the assessment tools I designed? Explain/

☐ 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?

6) 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?

6) A personal concluding statement. Respond to inquiries 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.

7) Appendix with evidence. The sections of data are lettered and referred to in the text of the paper.

☐ 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]

## RUBRIC

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:

## Key to Rating Scale

- 5 Student work exemplifies this component well
- 4 Student work clearly displays this component
- 3 Student work displays this component but could use further clarity or development
- 2 Student work minimally displays this component.
- 1 Student work does not display this component

\* Asterisk indicates double the value for that item.

**Reflection**

- \_\_\_\_\_ 1. Big ideas driving the unit are clearly conveyed,
- \_\_\_\_\_ 2. Student learning is described in a rich and nuanced manner. Discussion makes clear the unique nature of students and the diversity of learners present in the class.
- \_\_\_\_\_ 3 Teaching is described in a rich and nuanced manner. The sense of who you are as a teacher comes through.
- \_\_\_\_\_ 4. Relationships between teaching methods employed and student learning are discussed, especially as they relate to the issue of whether or not broad goals and stated lesson objectives were reached.
- \_\_\_\_\_ 5. Use of technology in teaching is described and critiqued.
- \_\_\_\_\_ 6. Extent to which lesson design, accommodations, and teaching approach successfully meet the needs of learners with special needs and English Language Learners is discussed.
- \_\_\_\_\_ \*7. Assertions about teaching and learning and also the relationship between teaching and learning are well supported by evidence, especially data presented in the appendix.
- \_\_\_\_\_ \*8. Describes and documents changes made and will make to teaching including to methods employed, lesson plans, overall unit, manner in which lessons are carried out, classroom climate and more. In addition, the rationale for those changes is explained.
- \_\_\_\_\_ 9. Is an honest examination of teaching.
- \_\_\_\_\_ 10. Conveys an overall sense of personal social studies teaching philosophy and preferred teaching style

**The Writing**

- \_\_\_\_\_ 11. A core idea (thread) is presented and developed throughout the paper.
- \_\_\_\_\_ 12. Clarity is established through well-crafted paragraphs and sentences, and well-chosen words.
- \_\_\_\_\_ 13. The critique has a clear, logical organization.
- \_\_\_\_\_ 14. Adheres to conventions of standard written English. The critique includes less than three mechanical errors.
- \_\_\_\_\_ 15. The critique includes a strong opening that draws the reader in and a clear conclusion.

Final unit plan critique is due December 3

### PRESENTING A LESSON (November 3)

You will be assigned a topic related to either American or European history on October 27. 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:

- 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.
- Each lesson needs to include at least one original piece of curricular material you created. They can include more.
- You need to include at least one primary document, more if possible.
- Your use of the document(s) needs to convey your view of how to teach historical thinking. Borrow from ideas that we discuss in class.
- Include copies of all materials you plan to use in the lesson including xeroxes of any reading you plan to have kids do.
- The lesson should reflect your view of excellent social studies teaching.
- 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 November 3.

#### 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?