

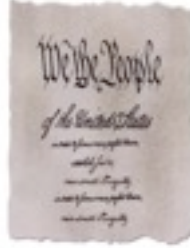
ED365, Curriculum and Instruction in the Social Studies, Fall, 2009

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Class: Tuesdays, 6:30-9:30

Office Hours: Tuesday 8-10; Thurs. 1-3 or By Appointment



*"Democracy is coming to the U.S.A."* Leonard Cohen

### ENDURING UNDERSTANDINGS

Social studies teachers help their students understand what it means to be a citizen.

Individuals learn how to become citizens through study, serious reflection, and thoughtful acting.

To become thoughtful citizens, individuals must be active in their learning.

Education in a democratic society must consciously include all people from the community.

### ESSENTIAL QUESTION

What is a good citizen?

What is the curriculum for helping young become a citizen?

How can we teach the social studies in a manner that allows us to meet the needs of 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% Total] | 5. Writing-to-Learn Assignments (17%) |
| Draft due on October 23 (5%)                       | 6. Percoco Critique (10%)             |
| Final plan due November 20 (20%)                   | 7. Final: Philosophy Statement (15%)  |
| 2. Unit Plan Reflective Critique (15%)             | 8. Unannounced Quizzes(5%)            |
| 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 Mr. Joseph Kempfer in the Office of Learning Services.

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.

### CELL PHONES

Cell phones need to be put away during class, meaning no texting during class.

### 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/>), click on the tab "Pre K-12" at the top, scroll down under "Find Documents" to "Academic Standards" and click. Scroll to the bottom of the page and you will find links for all four standards as either PDFs or Word documents.

*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..." 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://www.nationalgeographic.com/xpeditions/standards/matrix.html>. 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 can be found at <http://www.councilforeconed.org/ea/standards/>. Print off the 20 standards. You can click on each standard for more detail.

## COURSE SCHEDULE

\*Available On-Line

\*\*Available through Ebscohost

\*\*\*On reserve at Reeves

**September 1**, What is the Job of a Social Studies Educator?

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

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

\*\*Reading 1: "Democracy at Risk" by Deborah Meier, *Educational Leadership*, May, 2009, 66 (8).

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

Reading 3: Percoco, Introduction

**September 15**, Designing Units in History/UBD

Reading 1: Percoco, Ch 1 and Ch 2

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

\*Print and Skim: PDE History Standards { <http://www.pde.state.pa.us/> }

**September 22**, Historical Thinking/English Language Learners

Reading 1: Percoco, Ch 4 and Ch 5

\*\*\*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

\*Print and Skim: "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/> }

**Field Experience Begins Week of September 28**

**September 29**, Designing Units in History/Assessment

Reading 1: Percoco, Ch 6 and Epilogue

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

**DUE (Friday, 10/2 by 2:00 to PPHAC328): Percoco Critique**

**October 6**, Planning for and Teaching to all Learners

\*\*\*Reading 1: "Understanding by Design" (Expanded 2nd Edition) by Grant Wiggins and Jay McTighe-Chapter  
Chapter 9, "Planning for Learning" [Also available as an "electronic resource" from the Reeves catalog]

\*\*Reading 2: "Strategies for Making Social Studies Texts More Comprehensible for English-Language Learners" By  
Clara Lee Brown, *Social Studies*, Sep/Oct2007, Vol. 98 (5).

\*\*Reading 3: "Teaching Skills to Support English Language Learners" by Deborah Short and Jane Echevaria,  
*Educational Leadership*, Dec 2004/Jan 2005.

\*\*Reading 4: "Introducing Historical Thinking to Second Language Learners: Exploring what Students Know and  
Want to Know" by Cinthia Salinas, Maria E. Franquiz, and Steve Guberman, *The Social Studies*, Sept/Oct 2006, Vol. 97  
(5).

\*\*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).

\*\*Reading 6: "Preparing Secondary Education Teachers to Work with English Language Learners: Social Studies" by  
Kris Anstom, 1999, ERIC, ED 436 089.

**October 20**, Reading and Writing in the Social Studies

\*\*\*Reading 1: 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

\*\*Reading 2: "Promoting Reading Comprehension in Social Studies" Dixie D. Massey, Tina L. Heafner, *Journal of Adolescent and Adult Literacy*, 2004, 48 (1).

\*\* Reading 3: "Merging Civic and Literacy Skills" by Kelli R. Paquette and Cathy C. Kaufman, *The Social Studies*,  
July/August 2008, Vol. 99 (4).

\*\* Reading 4: Using scaffolding techniques to teach a social studies lesson about Buddha to sixth graders by  
James Stephan Vacca, *Journal of Adolescent & Adult Literacy*, May 2008, Vol 51 (8).

**\*\* Reading 5 :** "Taming the Text: Engaging and Supporting Students in Social Studies Readings" by Nancy Fordham, Debra Wellman, Alexa Sandman, *The Social Studies*, July / August 2002, Vol. 93 (4).  
**DUE (Friday, 10/23 by noon at PPHAC328):** Unit Plan Draft

### October 27, Teaching Civics 1

**\*\*Reading 1:** "Teaching Against Idiocy" by Walter C. Parker, *Phi Delta Kappan*, January 2005.

**\*\*\*Reading 2:** "Classroom Discussion: Models for Leading Seminars and Deliberations" by Walter C. Parker, *Social Education*, No. 2, March 2001, Vol. 65 (2) .

\* **Print and Skim:** PDE Standards for Teaching "Civics and Government"

\***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>)

- You view segment by first clicking on the icon for the "Freedom of Religion" lesson and then on the VoD box on the "Workshop Session" screen.
- Before viewing, read overview under "Workshop Session."
- Scroll down to "Lesson Plan" link and click and then click on "Teaching the Lesson."
- Read all materials under "Teaching the Lesson." Print off any materials from the lesson that will help you remember the lesson.
- **\*Reading 3:** 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)

### November 3, Lesson Presentation (On a civics topic)

### November 10, Teaching Civics 2

**\*\*Reading 1:** "Using POW cases to understand how a virtuous citizen makes morally sound decisions." by Sherry Schwartz, *The Social Studies*, Jan/Feb 2006.

\***Reading 2:** Reading and assessing plans from the Center for Civic Education website. (TBA)

**\*\*\*Reading 3:** "Civil conversations using primary documents." by Laurel Singleton and Carolyn Pereira, *Social Education*, Nov/Dec 2005.

\***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>)

- You view segment by first clicking on the icon for the "Public Policy & the Federal Budget" lesson and then on the VoD box on the "Workshop Session" screen.
- Before viewing, read overview under "Workshop Session."
- Scroll down to "Lesson Plan" link and click and then click on "Teaching the Lesson."
- Read all materials under "Teaching the Lesson." Print off any materials from the lesson that will help you remember the lesson.

### November 17, Teaching Geography 1

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

- You view the segment by first clicking on the icon for the "Workshop 1, Introduction" lesson and then on the VoD box on the introduction page screen.
- Click on the "Before You Watch" link, on "the introduction page" and read over that screen. Once finished, click on "Go to this workshop's readings."
- **\*Reading 1:** Print and read "Introductory Materials for Workshop 1"
- Go back to the introduction page and click on "Featured Lesson Plans." Create the pdf for the lesson "What is Happening to the Aral Sea?" Read it and print any parts that will help you better remember the lesson.

\***Print and Skim:** PDE Geography Standards { <http://www.pde.state.pa.us/> }

**Due, Friday, November 20 by noon in 328 bin:** Unit Plan

### November 24, Teaching Geography 2

**View:** Workshop 4: "North Africa/Southwest Asia" on Annenberg Media Website (<http://www.learner.org/channel/workshops/geography/>)

- You view the segment by first clicking on the icon for the "Workshop 4" lesson and then on the VoD box on the introduction page screen.

- Click on the “Before You Watch” link, on “the introduction page” and read over that screen. Once finished, click on “National Geography Standards.”

- Reading 1: Print and read “National Geography Standards”

\*\*\*Reading 2: “Discovering Africa through Internet-based Geographic Information Systems: A Pan-African Summit Simulation” by Andrew J. Milson, Kathleen Gilbert, and Brian D. Earle, *Social Education*, April, 2007.

\*\*\*Reading 3: “Bringing the World into the Classroom with Online Global Newspapers,” by David Hicks and E. Thomas Ewing, *Social Education*, April, 2003.

**December 1, Teaching Economics**

\*\*\*Reading 1: “Is Economics Your Worst Nightmare?” By Mark C. Schug et. al., *Social Education*, 2003, 67 (2).

\*\*\*Reading 2: “Activity-Based Economics” by Jane S. Lopus, John S. Morton, and Amy M. Willis, *Social Education*, March, 2003, 67 (2).

\*\*Reading 3: “A Pedagogical Note on Baseball Stadium Economics: ‘Show Me the Money’” by William L. Holahan and Charles O. Kroncke, *The Social Studies*, Jan/Feb 2003, 94.

**DUE December 4, by noon in 328 bin** : Unit Plan Reflective Critique

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

\*\*Reading 1: “Historical Thinking and Other Unnatural Acts” By Sam Wineburg, *Phi Delta Kappan*, 1999, 80 (7).

\*Reading 2: “Ten Thematic Strands” and “Introduction” from the National Council for the Social Studies  
{ <http://www.ncss.org/standards/> }

Due: December 11, Noon Final Exam (Take-Home): If you have two other exams scheduled for that day, please let me know so that we can make other arrangements.

## UNIT PLAN, EDUCATION 365

*“Design, v., –To have purposes and intentions; to plan and execute.” Oxford English Dictionary*  
*“Teachers are designers.” Grant Wiggins and Jay McGighe*

**My View**

A unit plan is a **coherent** and **connected** set of lesson plans building to the accomplishment of some broad learning goal or goals. The plan is a vision that takes a teacher’s views about what learning is most valuable and views of how people learn and links those views with a particular set of students.

So first you lay out your broad goals in the form of *enduring understandings* and *essential questions* 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. After you come to know your students, create your goals, and teach, you then need to reflect.

**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.

Here are ways to find out about your school:

- Talk with your coop.
- Explore the school website.
- Go to the *Morning Call* website (<http://www.mcall.com/>) and the *Express-Times* website (<http://www.lehighvalleylive.com/expresstimes/>) and search your school.
- Do a general Google search for your school.
- Check out these websites: “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.

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 ten block-scheduling lessons or fifteen regular-scheduling lessons. The minimum you must actually teach are ten lessons 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 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.

**Reminder**

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 students 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.

### 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 (At least 2 Paragraphs):** Give a broad sense of the student body and the community from which the school draws. Make sure you make clear how the information is relevant to your teaching.

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. Explain how this knowledge will impact your planning. In the spirit of universal design, you need to plan in a way that takes all of your students into consideration.

#### 4) **Broad Organizing Ideas in the form of following:**

★ Enduring Understandings (at least five)

★ Essential Question(s) (at least two)

★ Broad Goals or Objectives

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:** Explain the enduring understandings and essential question(s). What are they and why are they important? Why are they important, in particular, to the students you will teach? (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 flow from the enduring understandings and essential question(s) and 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? (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 enduring understandings and answer your essential questions. Include a discussion of how students used computers and the internet as part of the learning process. (2 Paragraphs)

8) **Individual Lesson Plans** (minimum of ten for those in block scheduling and fifteen for those in regular scheduling): Your plans need to be constructed according to format 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 taken into consideration English language learners and learners with special needs. In particular, for Ells, include language goals.

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

10) **Summative Assessment Device and Formative Assessment Devices:** Describe your assessment plan. Remembering that every lesson must have at least three devices for formative assessment, talk about how you will use those devices plus summative assessment devices to reflect on and improve your instruction.

11) **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.

12) **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.

Note: On Friday, October 23, 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 3 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 20 by Noon**

## UNIT PLAN RUBRIC

Criteria for Evaluation: The unit plan will be worth 25% of the final course grade.

## 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 and clearly shows the broad idea within individual plans and throughout the unit.
- \_\_\_ 2. Unit Plan is clearly constructed with the particular students and particular school in mind.
- \_\_\_ 3. Rich descriptions of the students are presented capturing the diversity within the class.
- \_\_\_ 4. Rich descriptions of the school and community are presented.
- \_\_\_ 5. Methods used and appropriateness of methods used for students in the class are laid out and explained.
- \_\_\_ 6. Rationale clearly presents why the methods used were chosen.
- \_\_\_ 7. Content is thoroughly and accurately presented in the unit plan.
- \_\_\_ 8. Lessons are complete and detailed as prescribed in the lesson plan handout.
  - 9. 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.
    - \_\_\_ include at least three ways to assess student learning.
- \_\_\_ 10. Unit plan teaches to designated standards.
- \_\_\_ 11. Unit plan reflects a concern for learners with special needs and linguistically-different students.
- \_\_\_ 12. Unit plan includes appropriate and well-designed summative assessments
- \_\_\_ 13. Unit plan incorporates principles of best practice in the social studies taught in the course
- \_\_\_ 14. Appendix is included with data about school and data about student learning



## UNIT PLAN REFLECTIVE CRITIQUE, EDUCATION 365

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 and what you are learning about your students. Here are two questions that will guide your analysis: Given your continuous assessment of student learning, your deeper understanding of the community from which your students come, and your reflections based on that knowledge and those assessments, how will you teach? How does your analysis impact your broader vision of teaching and learning?

**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 what you learned about incorporating technology into your classroom,

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 discussion of English language learners and learners with disabilities. Make sure you discuss what you learned about how to include them within the classroom and how you help them to be successful at learning.

6) A discussion of assessment devices you used. Describe both formative assessments and summative assessments and how you used both to evaluate your teaching.

7) A Critique of the implementation of the unit. Here you are describing what worked and what didn't work and explaining why in each instant. Explaining why a method did or did not work elevates your teaching to the hypothetical, where you can intelligently guess what will happen when you try a particular approach in the future. 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.

8) A discussion of how ideas about teaching and learning changed as you actually carried out your plans and came to know your students.

9) A personal concluding statement. Respond to inquiries like, What are the strengths and weaknesses in my unit? What am I finding out about myself as a teacher? What am I finding out about my teaching? What are my feelings and thoughts about teaching? What are my personal strengths? areas of weakness? What specifically do I want to build on in my strengths? What specific skills, attitudes, understanding do I want to work on improving in my teaching? What am I 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 and discusses how you will teach in the future.

10) Appendix with evidence. The sections of data are lettered and referred to in the text of the paper. Here are some suggested items for the appendix:

★ A Variety of Student Work including written work, projects, quizzes ;

★ 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 FOR UNIT PLAN CRITIQUE

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.

## 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

**Reflection (Worth Twice the Value of Items in "The Writing" Section)**

- \_\_\_ 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 and supported.
- \_\_\_ 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. The critique includes a strong opening that draws the reader in and a clear conclusion.
- \_\_\_ 15. Adheres to conventions of standard written English. The critique includes less than three mechanical errors.

Final unit plan critique is due December 4

## PRESENTING A LESSON (November 3)

You will be **assigned** a topic related to either American or European history or government on October 27. Among all the students, there will be only two topics, 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 or critical 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 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?