

ED 365 Curriculum & Instruction for Secondary Social Studies

Fall 2010

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Class Meeting Time: 6:30 p.m.-9:30 p.m.

Required Texts:

Parker, W. C. (Ed.). (2010). Social studies today: Research and practice. New York: Routledge.

Schur, J. B. (2007). Eyewitness to the past: Strategies for teaching american history in grades 5-12.

Wiggins, G. and McTighe, J. (2006). Understanding by design. Expanded 2nd ed. Upper Saddle River, NJ. Pearson Ed., Inc. ISBN# 0-13-195084-3

Suggested Texts:

J. Loewen. (2007). Lies my teacher told me: Everything your American history textbook got wrong. New York: Simon & Schuster. ISBN# 978-0-7432-9628-1

“When they [future teachers] begin to teach, they come into their classrooms with a sense of affirmation of the goodness and the fullness of existence, with a sense of satisfaction in discovering the unexpected in their students, and with a longing to surprise the world, their kids, even themselves, with their capacity to leave each place they’ve been (a school, a classroom, a community of learning) a better and more joyful place than it was when they entered it.”

Jonathon Kozol, educator and author of Letters to a Young Teacher

Course description:

Fundamentals of pedagogy and planning as related to specific content areas (social studies). Special concerns and issues related to teaching the social studies, as well as avenues for further professional growth (organizations, publications).

Course objectives:**Student Learning Outcomes:**

1. Students will achieve growth toward becoming informed and dynamic professionals by demonstrating proficiencies of knowledge, comprehension, value development, and skill application.
2. This course will provide students with the knowledge base needed for entering the field of secondary education/social studies.
3. This course will prepare students to become effective social studies educators capable of teaching secondary students the content knowledge, intellectual skills, and civic values necessary for fulfilling the responsibilities of citizenship.

Prospective teachers will be able to:

- A. Demonstrate an essential knowledge of the key concepts and generalizations in social studies, including history, geography, civic, and economics, appropriate for teaching secondary social studies.
- B. Design and deliver instruction that demonstrates an appreciation of individual uniqueness, cultural pluralism, and citizenship in a global village.
- C. Identify the criteria by which one decides what will be learned and what instructional strategies will be employed to deliver that learning.
- D. Engage in higher-order thinking and decision making based upon involvement with critical issues in the social sciences.
- E. Design authentic, appropriate, and varied forms of evaluation for social studies.
- F. Design and deliver instruction that incorporates local, state, and the National Council for Social Studies Standards.
- G. Demonstrate the ability to use and instructionally include the various tools (e.g. maps, graphs, primary sources, etc.) and technologies for organization, analyses, and interpretation of social studies information.
- H. Demonstrate the ability to use the understanding of major theoretical models and research to develop a relevant social studies instructional unit based upon challenging and value-based content knowledge.

Course Content:

- A. Key concepts in social studies
- B. Instructional planning and delivery
- C. Instructional strategies, best practices
- D. Critical issues
- E. Assessment
- F. Tools and technology

Methods of Instruction:

- A. Lecture, presentation, and discussion
- B. Collaborative learning activities
- C. Technology-related activities
- D. Blackboard

Methods of Evaluation

- A. Unit rationale, enduring understandings, and web
- B. Research paper on unit topic (background research paper)
- C. Lesson Plan
- D. Unit evaluation (quiz, test, rubric)
- E. Unit
- F. Tests

ATTENDANCE

Attendance is expected. The issues being considered in this 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, please let me know ahead of time. It is your responsibility to find out what you missed in class and secure materials that might have been distributed or any assignments given in your absence. Absence is not an excuse for missed work. If circumstances arise that prevent you from completing an assignment when it is due, please discuss the situation with me. **More than 1 absence from class will result in a lowered grade (e.g. A- to B+), and more than 2 absences will result in a full grade drop (e.g. B to C), etc. Excessive tardies to class will be noted and applied to the absence rule as well as requests to leave early.**

STUDENTS WITH DISABILITIES

Moravian College actively seeks to accommodate students with disabilities during their coursework, their field experiences, and their student teaching. A student with a disability who intends to participate in any field experience must follow the College's policy for documentation of the disability and requesting accommodations (as outlined in the current Student Handbook) and must inform the Education Department Director of Field Experiences of required accommodations well in advance of the field experience in order for the department to make appropriate arrangements. The student should sign a release available from the Assistant Director of Learning Services for Disability Support so that information concerning his or her disability and accommodations can be shared with cooperating teachers and other appropriate personnel.

The Education Department will work actively to secure appropriate accommodations that are consistent with school district policies and state certification requirements. Because of

the nature of student teaching and other field experiences, such accommodations may be very different from those available in other courses.

In particular, accommodations that compromise the essential character of the student teaching experience or other field experiences cannot be provided and are not legally required. Students with questions about accommodations during student teaching or other field experiences should address them to the Director of Field Experiences or to the Assistant Director of Learning Services for Disability Support.

Comenius Center students with documented disabilities who wish to receive accommodations must identify themselves to the Comenius Center dean, who will refer them to the appropriate campus office. Please call 610-861-1400.

Academic Honesty:

Your papers and projects are completed outside of class. This allows you to discuss your ideas with other members of the class; and to do the necessary reading and writing in the type of environment you find conducive. Your discussions do not constitute plagiarism, which is the presentation of someone else's work as your own, even when the discussions produce points of view which have something in common with other students. Moravian College's position on academic honesty is clear: For written work to be acceptable, its final form must be the product of your own thought and effort. Anything else is of no value as a measure of your effort and understanding, and will receive no recognition. If the work of others is quoted or paraphrased in your papers, cite that source with some standard bibliographic notation.

If a completed assignment is found to be dishonest, a grade of zero will be entered for the assignment, and the Dean of Academics will be notified of the action in accordance with College policy. Such an action would indicate a cynicism about learning inappropriate to being a teacher and would place your application to the teacher education program into serious jeopardy. If you have any questions about the College policy, consult the appropriate pages in the Moravian College Student Handbook.

"Office" Hours:

I will be available prior to class. Please feel free to contact me for an appointment if necessary.

Requirements:

1. **Unit rationale, enduring understandings, & web-** **DUE DATE: 9-14-10** **5%**

Rationale- Explain in 1-3 paragraphs your reason for creating this particular unit for a secondary social studies classroom. For what reasons is it important for secondary students to learn about this topic?

Enduring Understandings- Develop 3-5 enduring understandings. At the end of the unit, what is it about this topic that students should be able to know or do as a result of studying this unit? (Focus on “begin with the end in mind” and “enduring understandings” (Wiggins & McTighe, 1998) as you establish these.

Web-Create a graphic organizer that examines possibilities for research items on your unit topic. This graphic organizer must be created using a computer and must include graphics such as clip art to enhance the visual!

2. **Lesson Plan** **Date due: 9-21-10** **10%**

You will need to submit one original lesson plan from your developing unit following the guidelines provided by Moravian. Please see checksheet provided at the end of this document for further information.

3. **Test #1** **Date due: 9-29-10** **10%**

This test will comprise of a variety of questions such as matching, fill in the blanks, diagrams, charts, true/false, etc. to have you demonstrate your understandings of the assigned readings and class discussions to this point.

4. **Mid-term exam/Research Paper** **Date: 10-6-10** **15%**

In order to teach effectively, teachers must research topics that they are required to teach throughout the year. Teachers should not be restricted to the content limited within a particular text. Rather, teachers should research the topics to remain current on new information as well as interpretations of the information. This research paper, consisting of 10 pages, should examine background knowledge and research necessary for one to understand the purpose of the unit and provide content necessary to teach effectively the lessons involved within the unit. Material about the topic that would be of interest to your students should also be considered. Do NOT write about your unit. You are demonstrating your scholarly writing ability about the unit TOPIC only. There should not be explanations or “plans” discussed for your unit.

This research paper is to be completed in APA format.

Please refer to rubric provided at the end of this document for further information.

5. **Test #2** **Date due: 11-3-10** **10%**

This test will comprise of a variety of questions such as matching, fill in the blanks, diagrams, charts, true/false, etc. to have you demonstrate your understandings of the assigned readings and class discussions to this point.

6. **Unit Assessments** **Date due: 11-17-10** **10%**

You will need to create original assessments to be used as diagnostic, formative, and summative assessment for your unit. The assessments will include a quiz, test, and rubric. See separate checksheets for each assessment at the end of this syllabus.

7. **Final Exam/Original Unit** **Date due: 12-15-10** **30%**

This is a culmination of the semester's development of lesson planning and unit design for teaching secondary social studies effectively. Please refer to the attached checksheet for all required components for this major semester project. This is to become a product that you can use during interviews to demonstrate your ability to design original units. Also, when you secure a professional teaching position, this unit is a tool of design that you could use to model future units. Hopefully, you will be given the opportunity to teach the unit you create! Be prepared to share one of your favorite pieces of the unit with the class within a small group discussion.

Note:

RESUBMISSIONS OF UNITS COMPLETED FOR PREVIOUS CLASSES ARE NOT PERMITTED. THIS MUST BE AN ORIGINAL UNIT DESIGNED SPECIFICALLY FOR THIS COURSE.

8. **Field experience Component:** **Date due: 12-15-10** **10%**

The purpose of the field experience is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the Field Experience Handbooks and the course syllabi. Failure to accurately report attendance and performance will be considered a violation of the academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearance documents are current and indicate "no record exists." Students are also required to have a negative result on a current tuberculosis test.

FAILURE TO COMPLETE THE ASSIGNED 150 LAB HOURS IN THE CLASSROOM COULD RESULT IN A COURSE FAILURE.

Keep track of your grades!

Unit rationale, enduring understandings & web	_____ x 5% = _____	due 9-14-10
Lesson Plan	_____ x 10% = _____	due 9-21-10
Test #1	_____ x 10% = _____	due 9-29-10
Mid-term exam (Research Paper)	_____ x 15% = _____	due 10-6-10
Test #2	_____ x 10% = _____	due 11-3-10
Unit assessment	_____ x 10% = _____	due 11-17-10
Original Unit	_____ x 30% = _____	due 12-15-10
Field Observation Assignment	_____ x 10% = _____	due 12-15-10

Grading:

94.0%-100%	A
90.0%-93.9%	A-
87.0%-89.9%	B+
84.0%-86.9%	B
80.0%-83.9%	B-
77.0%-79.9%	C+
74.0%-76.9%	C
70.0%-73.9%	C-
67.0%-69.9%	D+
64.0%-66.9%	D
60.0%-63.9%	D-
0%-59.9%	F

Grades are rounded to the nearest tenth. For example: 93.97 = A and 93.12 = A-

Please note how class absences affect grade as stated previously in the attendance portion of this syllabus.

General Considerations & Expectations:

1. **Attendance is expected.** The issues being considered in this 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, please let me know ahead of time. It is your responsibility to find out what you missed in class and secure materials that might have been distributed or any assignments given in your absence. Absence is not an excuse for missed work. If circumstances arise that prevent you from completing an assignment when it is due, please discuss the situation with me. **More than 1 absence from class will result in a lowered grade (e.g. A- to B+), and more than 2 absences will result in a full grade drop (e.g. B to C). Lates to class will be noted and applied to the absence rule as well as requests to leave early.**
2. **Participation is expected.** In class, you will be expected to share your insights and ask questions. You will be expected to participate in group and individual activities. The more you put into the class, the more you will take away with you when you leave!
3. **All assignments must be submitted on the assigned due date.** Assignments turned in late will be subject to penalty or can be refused. Due to unforeseen circumstances, the course instructor may make exceptions. Please come prepared to class with the assignments ready.
4. **Be respectful.** Please be on time for class and come to class prepared with your materials. Listen to others and discuss; however, acknowledge that each individual brings with him or her valuable experiences to share. We won't always agree with one another, but we need to respect one other's right to share opinions.
5. **Please turn off all cell phones.** Our class time should not be interrupted with a cell phone ringing/text messaging. Make sure they are turned off and out of sight prior to class beginning. Snacks and drinks are permitted as long as you clean your area before leaving.

<i>Date</i>	<i>Course Topic</i>	<i>Assignment for next class</i>
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Note date changes: 9/15, 9/22, 10/27, 12/1

Wed. 9/1/10	Introduction to course	SST- Essays 1, 2, 3
	How to Write A Unit/What is a unit topic?	UBD- Intro., Ch. 1, 2
	<i>Unit topic due for next week!</i>	Unit topic idea

Wed. 9/8/10	<u><i>Social Studies Today:</i></u>	SST- Essays, 21, 22, 23, 24
	Essay #1 by Walter C. Parker,	UBD- Ch. 3
	Essay #2 by William B. Stanley,	unit rationale,
	Essay #3 by Ronald W. Evans	enduring understandings,
	UBD- Introduction, Ch 1, 2	& web
	What is a rationale?	
	What are enduring understandings?	
	What is a web?	
	<u>Unit topic idea due for today!</u>	
	<i>Rationale, enduring understandings, & web due for next week!</i>	

<u>*Tues. 9/14/10</u>	Social Studies Today Essays # 21, 22, 23, 24	SST-Essays 4, 6
	UBD: Understanding- Ch 3	UBD- Ch. 4, 5, 6
	How do I write a lesson plan?	Lesson Plan #1
	Differentiation for Students with Special Needs, ELLs, & Gifted	
	Multiple Intelligences	
	What is Bloom's Taxonomy and how should I use it?	
	<u>Rationale, enduring understandings, & web due for today!</u>	
	<i>Lesson Plan #1 due for next week!</i>	

<u>Date</u>	<u>Course Topic</u>	<u>Assignment for next class</u>
<u>*Tues. 9/21/10</u>	Social Studies Today Essay #4 by Keith C. Barton & Linda S. Levstik, Essay #6 by King, Newmann, & Carmichael UBD: Ch 4, 5, 6 Goals and Essential Questions and Understandings Professional Organizations (NCSS, PCSS, NCGE, NHA) <u>Lesson Plan #1 due for today!</u> <u>Test # 1 next week!</u>	UBD- Ch. 7, 8 TEST #1
Wed. 9/29/10	UBD: Ch 7, 8 Assessment How do I prepare a webquest? Differentiation for Students with Special Needs, ELLs, & Gifted <u>TEST #1 today!</u> <u>Research Paper due for next week!</u>	Research Paper
Wed. 10/6/10	MID TERM <u>*Research Paper due for today!</u>	UBD- Ch. 9, 10 Schur- Forward, & Ch. 1, 2
Wed. 10/13/10	UBD: Ch 9 Planning UBD: Ch 10 Teaching for understanding Schur : Foreward & Ch 1 History from the eyewitness viewpoint Schur : Ch 2 Diaries: Writing from Opposing Viewpoints (Lesson Plan #2 should be done by now!)	UBD- Ch. 11, 12 Schur- Ch. 3, 4

<u>Date</u>	<u>Course Topic</u>	<u>Assignment for next class</u>
Wed. 10/20/10	UBD: Ch 11 design process UBD: Ch 12 the big picture UBD as curriculum framework Schur: Ch 3 Travelogues: Eyewitness Perspectives on a Growing Nation Schur : Ch 4 Letters: Arguing the Past in Written Correspondence What are curriculum guides? How do I create/use a curriculum map? (Lesson Plan #3 should be done by now!)	UBD- Ch. 13 & Afterward Schur- Ch. 5 SST- Essays 7, 8, 9, 10
<u>*Tues. 10/26/10</u>	UBD: Ch 13 and the Afterward Schur: Ch 5 Newspapers: Conflicting Accounts of the Same Events Social Studies Today Essays 7, 8, 9, 10 (Lesson #4 should be done by now!)	Test #2 SST- Essays 11, 12, 16, 19 Schur- Ch. 6
Wed. 11/3/10	Social Studies Today Essays 11, 12, 16, 19 Schur: Ch 6 Election Speeches: Advocating for Your Candidate <u>TEST #2 today!</u> (Lesson #5 should be done by now!)	SST- Essays 5, 15, 18, & 20, 25 Schur- Ch. 7
Wed. 11/10/10	Social Studies Today Essays 5, 15, 18, 20, 25 Schur: Ch 7 Scrapbooks: Documenting the Past Across Time <i>Unit Assessments (quiz, test, AND rubric) due for next week!</i>	SST- Essays 13, 14, 17 Unit assessments

<u>Date</u>	<u>Course Topic</u>	<u>Assignment for next class</u>
Wed. 11/17/10	Geography Awareness Week	Unit
	*Class will be held at Nitschmann MS 6 p.m.-8:30 p.m.	Schur- Epilogue
	909 W. Union Blvd.	
	Bethlehem, Pa.	
	Social Studies Today Essays 13, 14, & 17	
	Unit Assessments (quiz, test, AND rubric) due for today!	
Wed. 11/24/10	Thanksgiving- NO CLASS	Unit
		Schur- Epilogue
<u>*Tues. 11/30/10</u>	Lesson Plan presentations	Unit
		Schur- Epilogue
Wed. 12/8/10	Last class /SRTEs	Unit
	Lesson Plan Presentations	
	Schur: Epilogue	
Wed. 12/15/10	<u>Final Exam /Unit due!</u>	

Please turn in this sheet with your final unit!

DUE DATE: 12-15-10

Name _____

Unit Plan Checklist:

This assignment is worth 500 points and counts for 30% of your final grade.

_____ **Topic:**

This unit must be a topic that reflects the curriculum for either History, Civics & Government, Economics, or Geography. The social sciences must be woven throughout the major area of concentration selected. **(5 points)**

_____ **Rationale:**

In 1-3 paragraphs, explain the purpose in teaching this unit. Specify the grade level and academic/ability level for which the unit is prepared. **(10 points)**

_____ **Web:**

Create a graphic organizer that examines various possibilities for research items on the unit topic. The unit topics should be general with additional web items becoming more detailed. Use graphics or clip art to enhance the visuals of the web. **(15 points)**

_____ **Research Paper:**

Background knowledge is necessary for one to understand the purpose of the unit and the content pertinent to being able to teach the unit. Research should include pertinent content regarding the topic as well as material of interest for the student. **(100 points)**

Enduring Understandings:

Develop 3-5 overarching enduring understandings for the unit.

Consider the enduring understandings of the rationale for teaching the topic as part of the social studies curriculum. What is it students should be able to know or do as a result of experiencing this unit? Think Wiggins & McTighe... "Think with the end in mind!" **(25 points)**

Essential Questions:

What relevant/pertinent questions does this unit address? Create 3-5 essential questions. **(10 points)**

Standards for the unit:

Align the PA Academic Standards for the specific course to the unit objectives. Label the specific number/letter standard strand and its general explanation for each of the unit objectives. **(25 points)**

Concepts/Skills:

Identify the major concepts and skills explored throughout this unit. **(10 points)**

Lessons:

5 quality interdisciplinary lessons are required for the unit.

Within these 5 lessons, math, reading, ELA, science and technology must be woven throughout the lesson ideas and/or activities. Modifications for students with special needs as well as the use of technology must be addressed.

*While 5 lessons are required, if you need to create additional lessons, 5-10 could be included within the unit.

(20 points per lesson = 100 points)

Please refer to Blackboard site to download copy of Moravian College's lesson plan format.

_____ **Lesson #1:**

Bloom's Taxonomy Level- _____

_____ Title of lesson

_____ PA Standards for lesson

_____ Instructional objectives

_____ Pre-requisite skill level

_____ instructional strategies

_____ materials

_____ introduction

_____ teaching procedure

(Be sure to note what the teacher is doing and what the students are doing. This should be listed in numerical steps.)

_____ closure

_____ assessment of student learning

_____ accommodations *for students with special needs as well as technology if being used*

_____ enhancement/enrichment activities

_____ N/A teacher self-evaluation

_____ **Lesson #2:**

Bloom's Taxonomy Level- _____

_____ Title of lesson

_____ PA Standards for lesson

_____ Instructional objectives

_____ Pre-requisite skill level

_____ instructional strategies

_____ materials

_____ introduction

_____ teaching procedure

(Be sure to note what the teacher is doing and what the students are doing. This should be listed in numerical steps.)

_____ closure

_____ assessment of student learning

_____ accommodations *for students with special needs as well as technology if being used*

_____ enhancement/enrichment activities

 N/A teacher self-evaluation

 Lesson #3:

Bloom's Taxonomy Level- _____

_____ Title of lesson

_____ PA Standards for lesson

_____ Instructional objectives

_____ Pre-requisite skill level

_____ instructional strategies

_____ materials

_____ introduction

_____ teaching procedure

(Be sure to note what the teacher is doing and what the students are doing. This should be listed in numerical steps.)

_____ closure

_____ assessment of student learning

_____ accommodations *for students with special
needs as well as technology if being used*

_____ enhancement/enrichment activities

N/A teacher self-evaluation

_____ Lesson #4:

Bloom's Taxonomy Level-_____

_____ Title of lesson

_____ PA Standards for lesson

_____ Instructional objectives

_____ Pre-requisite skill level

_____ instructional strategies

_____ materials

_____ introduction

_____ teaching procedure

*(Be sure to note what the
teacher is doing and what the students are
doing. This should be listed in numerical
steps.)*

_____ closure

_____ assessment of student learning

_____ accommodations *for students with special
needs as well as technology if being used*

_____ enhancement/enrichment activities

N/A teacher self-evaluation

_____ **Lesson #5:**

Bloom's Taxonomy Level- _____

_____ Title of lesson

_____ PA Standards for lesson

_____ Instructional objectives

_____ Pre-requisite skill level

_____ instructional strategies

_____ materials

_____ introduction

_____ teaching procedure

(Be sure to note what the teacher is doing and what the students are doing. This should be listed in numerical steps.)

_____ closure

_____ assessment of student learning

_____ accommodations *for students with special needs as well as technology if being used*

_____ enhancement/enrichment activities

_____ N/A teacher self-evaluation

_____ **Unit assessment instrument:**

Create an original evaluation to be implemented at some point throughout the unit. *The assessment must be adapted to meet the needs of students with special needs. (100 points)*

_____ **#1RUBRIC-**

Create a rubric that could be used to evaluate a project or activity within the unit. Include a rubric for students in regular education as well as a **modified** rubric to evaluate students with specific learning needs.

_____ **#2 QUIZ/TEST-**

Create a quiz or test that contains material that students are accountable for throughout the unit. One test created should be for students in regular education and a **second test will be a modified version** for students with specific learning needs.

_____ **Culminating activity:**

Describe an activity that will bring closure to the unit.

This can be an activity, project, field trip, or something similar that can be explained in 3-5 paragraphs that pulls the entire unit together. Prior lessons in the unit could be related to this final activity. **(20 points)**

_____ **Teacher reflection:**

Examine your final unit design. In 3-5 paragraphs, which lessons do you find most engaging and why? Which lessons could you improve and in what ways? Be sure to use details and examples to support your choices.

(20 points)

N/A Student reflections/samples: *Since this unit is not being taught in practice, this category will not be graded. However, when you do teach this unit, have students reflect on the unit and you could use the student information to help guide your decisions for future opportunities to teach the unit. Student reflections could include asking students to write what they liked best about the unit, what they liked least about the unit, things they learned, suggestions for studying this topic again, or similar inquiries.*

_____ **Teacher bibliography/references: (15 points)**

_____ Use APA format

_____ include 10-15 **varied** sources of materials

_____ **Student bibliography/references (15 points)**

_____ Use MLA format

_____ include 10-15 **varied** sources of materials

*materials could include books, maps, videos or films, websites, etc.

_____ **Appendix** or appendices if necessary: Any additional material you would like
to include to support the unit could be included in this section.

_____ **Presentation/Appearance of the unit: (up to 30 points)**

_____ spelling, punctuation, grammar virtually free of error

_____ creative title of unit and lessons

_____ presentation is neat, inclusive of various visuals, graphic organizers,
and samples

_____ unit is in order according to checklist; use dividers for each section

_____ unit is packaged creatively with colorful front cover and bound

Please turn in this sheet with your assignment due 11/17/10!

Evaluation Instrument:

Rubric

Name _____

Create a rubric to be used for an evaluation somewhere within the unit.

_____ Identify grade level, content area, academic level (ability level) **(5 points)**

_____ In ***WRITTEN form, explain in 3-5 paragraphs*** the background of the assignment:

Why are you having students complete this particular assignment?

What are your expectations for the students completing the assignment?

What kind of assignment is it? (poster, game, diorama, dance, musical composition, lab, etc.) **(10 points)**

_____ Create levels of expectations; at least 3 varied levels are required! **(5 points)**

For example:

Exceeding, acceptable, needs improvement

Exceeding = 5

Acceptable = 3

Needs improvement = 1

_____ ***Create key areas of evaluation (at least 4!)***

Explain elements required for each category and its corresponding number. For example: How would you describe "exceeds?" Be specific about what the student needs to include in order to be placed in this category. **(50 points)**

_____ Present the explanation in rubric form using a grid system.

Google "rubric" for assistance in preparing the rubric. **(10 points)**

_____ Convert the rubric score into a percentage and provide an example of a possible student score. **(5 points)**

_____ Grammar, punctuation, spelling checks **(10 points)**

_____ organized, neat presentation of the rubric **(5 points)**

Please turn in this sheet with your assignment due 11/17/10!

Evaluation Instrument:

Test

Name _____

_____ Identify the grade level, subject, academic level, and content being evaluated

(5 points)

_____ Provide directions for each of the different sections of the test.

Directions must be written clearly and typed in boldface. **(10 points)**

_____ Create **20-30 items** to be evaluated. Keep in mind that the lower the grade level, the fewer number of test items. **(50 points)**

Test items should include at least 5 of the following:

_____ fill in the blanks with word bank

_____ multiple choice with at least 3 choices

_____ true/false

_____ identifications (can be written or labeled on a map or diagram)

_____ matching (no more than 5 per set)

_____ problem solving

_____ skills (graphs, maps, charts, diagrams, etc.)

_____ Develop one essay question. Students should demonstrate the 5 paragraph essay. **(10 points)**

_____ Appearance of test. Must be typed. Pay attention to spacing and format, grammar, punctuation, and spelling. **(10 points)**

_____ Modified version of the test **(15 points)**

Provide a second test in which modifications are made for students with specific learning needs.

QUIZ/Formative assessment Due Date: 11-17-10

Name _____

_____ Identify the grade level, subject, academic level, and content being evaluated **(5 points)**

_____ Provide directions for each of the different sections of the quiz.

Directions must be written clearly and typed in boldface. **(15 points)**

_____ Create **20-30 items** to be evaluated. **(50 points)**

Quiz items should include at least 3 of the following:

_____ fill in the blanks with word bank

_____ multiple choice with at least 3 choices

_____ true/false

_____ identifications (can be written or labeled on a map or diagram)

_____ matching (no more than 5 per set)

_____ problem solving

_____ skills (graphs, maps, charts, diagrams, etc.)

_____ Appearance of quiz. Must be typed. Pay attention to spacing and format, grammar, punctuation, and spelling. **(15 points)**

_____ Modified version of the quiz **(15 points)**

Provide a second test in which modifications are made for students with specific learning needs.

SEPARATE RUBRIC WILL BE PROVIDED FOR THE RESEARCH PAPER.

Date Due: 10-6-10

Research your topic using ideas from the web you created.

You are trying to build your knowledge on the unit topic to be able to teach the lessons effectively, as well as be able to answer student inquiries about the topic.

You do not need to address all the research within the unit; however, the lessons created should reflect information found in the research paper. Your job as the teacher is to be familiar with the unit topic. We really do learn about a topic best when we are forced to teach that topic and help others to learn it!

Organization of paper:

1. Title page in APA format
2. Unit objectives and Content Standards
3. Outline of paper
4. Research paper in APA format
5. Bibliography/works cited page in APA format
6. Rubric from syllabus

Please turn in this sheet with your assignment due 9/21/10!

Student Name _____

Lesson Plan Checksheet

Bloom's Taxonomy Level- _____

_____ Title of lesson plan, Class description (grade, academic level, number of students)

_____ Standards (list number and brief statement description)

_____ Instructional objective/s (The student will be able to...)

_____ Prerequisite skill level

_____ instructional strategies

_____ materials needed (students/teacher)

_____ Introduction (include time estimations for each component)

_____ Teaching Procedures (list; describe what students are doing, describe

what teacher is doing):

_____ Guiding questions (that the teacher can use to encourage the lesson)

_____ Activity (individual, partner, group, or combination)

_____ Closure (Evaluation/check for objective)

_____ assessment of student learning

_____ Accommodations for students with special needs, technology

_____ Assignment for enrichment, extension, or prelude to next lesson

_____ Teacher self-evaluation

Please turn in this sheet with your assignment due on 9/14/10!

Name _____ **Date** _____

Rationale- Explain in 1-3 paragraphs your reason for creating this particular unit for an elementary social studies classroom. For what reasons is it important for elementary students to learn about this topic?

- _____ 1-3 paragraphs explanation provided
- _____ specific reasons stated for significance in elementary curriculum
- _____ typed, neat presentation, spelling, punctuation, grammar
- _____ virtually free of error

Enduring Understandings- Develop 3-5 enduring understandings (unit objectives). At the end of the unit, what is it about this topic that students should be able to know or do as a result of studying this unit? (Focus on “begin with the end in mind” and “enduring understandings” (Wiggins & McTighe, 1998).

- _____ 3-5 enduring understandings stated clearly
- _____ fewer than 3 enduring understandings stated clearly
- _____ contain a variety of affective, behavioral, and cognitive domains
- _____ typed, neat presentation, spelling, punctuation, grammar virtually free of error

Web-Create a graphic organizer that examines possibilities for research items on your unit topic. This graphic organizer should be created using a computer and including graphics such as clip art will enhance the visual!

- _____ graphic organizer completed
- _____ created on computer
- _____ includes graphics to enhance the visual
- _____ typed, neat presentation, spelling, punctuation, grammar virtually free of error