

ED365, Curriculum and Instruction in the Social Studies, Fall, 2011

Dr. Robert Mayer

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Class: Monday, 6:30-9:30

Office Hours: Tuesday/Thurs. 1-3 or By Appointment



"Democracy has to be born anew every generation, and education is its midwife" John Dewey

"Design, v., -To have purposes and intentions; to plan and execute." Oxford English Dictionary

"Teachers are designers." Grant Wiggins and Jay McTighe

ENDURING UNDERSTANDINGS

Social studies teachers help their students understand what it means to be a citizen of the community, the nation and the world..

Social studies teachers present the world to young people.

The essential job of American schools: Creating democratic citizens

Individuals learn how to become democratic 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.

The Understanding by Design philosophy offers a firm foundation for constructing units in the social studies.

ESSENTIAL QUESTION

What is a good democratic citizen?

What does it mean to be a citizen of the world?

How can a social studies teacher help a young person become a good citizen?

How should we teach the social studies?

What are the social studies?

What is the curriculum for helping young become democratic citizens?

How can we teach the social studies in a manner that allows us to meet the needs of every one of our students?

What does an excellent social studies unit look like?

TEXT: *Social Studies Today: Research & Practice*, Walter C. Parker, Editor

Social Studies and the World: Teaching Global Perspectives by Merry M. Merryfield and Angene Wilson

Eyewitness to the Past: Strategies for Teaching American History in Grades 5-12 by Joan Brodsky Schur

The Understanding by Design Guide to Creating High-Quality Units by Grant Wiggins and Jay McTighe

ASSIGNMENTS

- | | |
|---|---------------------------------------|
| 1. Integrated Social Studies Unit Plan (25%) | 4. Writing-to-Learn Assignments (20%) |
| Draft due on October 23 (5%) | 5. Schur Discussion and Plans (10%) |
| Final plan due November 20 (20%) | 6. Final: Book Discussion (15%) |
| 2. Unit Plan Reflective Critique (15%) | 7. Unannounced Quizzes(5%) |
| 3. Successful Completion of Field Experience (5%) | 8. Participation in Class (5%) |

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. All violations of academic honesty are reported to the Teacher Education Committee and are included as part of the process for considering the student teaching application.

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 Standards

a. Pennsylvania Department of Education Standards in "Civics and Government," "Economics," "Geography," and "History." To find the standards, go to the PDE SAS website at <http://www.pdesas.org/Standard/StandardsDownloads>. Chose the appropriate standards.

b. Pennsylvania Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects at <http://www.pdesas.org/Standard/CommonCore>.

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 Themes of 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/>. Click on the various standards at the upper left-hand corner. .

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://new.civiced.org/component/content/article/12-publications/379-national-standards-for-civics-and-government/>. Scroll down to the various standards with a focus on the 5-8 standards and the 9-12 standards.

d. National Economics Standards from the National Council on Economic Education ca be found at <http://www.councilforeconed.org/ea/standards/>. You can click on each standard for more detail.

COURSE SCHEDULE

*Available through Ebscohost

August 29, 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/> } (Available on-line)

September 12, What are the Social Studies?/Understanding by Design/Teaching History

Reading 1: "Social Studies Education eC21 by Walter C. Parker (*Social Studies Today/SST*)

Reading 2: "Social Studies and the Social Order: Transmission or Transformation?" by William B. Stanley (SST)

Reading 3: "Why don't more history teachers engage students in interpretation?" by Keith C. Barton and Linda Levstik (SST)

Reading 4: "Idiocy, Puberty, and Citizenship: The Road Ahead" by Walter C. Parker (SST)

Reading 5: "Introduction" and "Module A: The Big Ideas of UBD" and "Module B: The UBD Template" (UBDG)(*The Understanding by Design Guide/UBDG*)

Writing-to-Learn 1 (W-T-L), Draft for Philosophy of Social Studies Ed for Unit Plan (At least 2 double-spaced pages)

September 19, Designing Units in History/UBD

Reading 1: "What does it mean to think historically and how do you teach it?" by Bruce A. Vansledright, (SST)

Reading 2: Chapter 1, "History from the Eyewitness Viewpoint" & Chapter 2, "Diaries" (*Eyewitness to the Past* by Joan Brodsky Schur/EP, Schur)

Reading 3: "Module C: Starting Points" (UBDG)

Reading 4: PA, US, and World History Standards on SAS website

W-T-L 2, What is Understanding by Design? Discuss both the approach and the philosophy behind the approach. Explain UBD as if you were explaining it to a colleague. Offer your critique of the approach.

Field Experience Begins Week of September 26 (Note: The first lesson designed needs to be sent to Dr. Mayer at least two days before it is taught.)

September 26, Historical Thinking/UBD

Reading 1: "What can *Forrest Gump* tell us about students' historical understanding?" by Sam Wineburg, et al. (SST)

Reading 2: "Race, Gender, and Teaching and Learning of National History" by Terrie Epstein, et al. (SST)

Reading 3: Chapter 3, "Travelogues" and Chapter 4, "Letters" (EP, Schur)

Reading 4: "Module D: Developing an Initial Unit Sketch" & "Module F: Essential Questions and Understandings" (UBDG)

W-T-L 3, What is Schur's philosophy of history teaching? (Make sure that you include in your answer a discussion of what Schur' view or definition of historical thinking.) Describe Schur's approach to teaching history.

Due: Lesson Plan Reflective of Schur, Using the lesson plan format in your handbook, construct a lesson plan that captures the spirit of Schur. Include a primary document. Be ready to explain your plan to the students in the class.

October 3, Designing Units in History/Writing Workshop/UBD

Reading 1: "Holocaust Fatigue in Teaching Today" by Simone Schweber (SST)

Reading 2: Chapter 5 "Newspapers," Chapter 7 "Scrapbooks," and Epilogue (EP)

Reading 3: Chapter 4 "Global World History" (*Social Studies in the World: Teaching Global Perspectives/SSW*)

Reading 4: "Module E: Different Types of Learning Goals" (UBDG)

Due: Bring in notes concerning school and students (For Section 3 and 4 of Unit Plan).

Due Friday, 10/7 by Noon to PPHAC328 Bin: Schur Critique and Lesson Plans.

Meetings October 12 to Discuss Teaching and Unit Plan

October 17, Planning for and Teaching to English Learners/UBD

Reading 1: "Isn't Culturally Responsive Instruction Just Good Teaching?" by Kathryn H. Au (SST)

Reading 2: Chapter 1.2 "The Process of English Language Learning and What to Expect," and Chapter 3.3 "United States History" in *Teaching Social Studies to English Language Learners* by Barbara C. Cruz and Stephen J. Thornton (Handout)

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

Reading 5: "Module G: Determining Evidence of Understanding" and Module H: Learning for Understanding" (UBDG)

Due: Bring in the Enduring Understandings and Essential Questions that will drive your unit.

Bring in the summative assessment for your unit.

W-T-L 4, Using the above articles as a foundation, explain how to teach English language learners. Describe the English language learners in your class and discuss how you will adapt lesson plans to teach them. Make sure to use ideas from the various readings.

DUE (Friday, 10/21 by noon at PPHAC328): Unit Plan Draft

October 24, Teaching Globally I

Reading 1: *Social Studies and the World (SS & W)* Chapter 1, "The many dimensions of global education, Chapter 3, "Teaching for Understanding of world cultures" (SSW)

Reading 2: "Using Literature to teach about others: The case of Shabanu" (SST, 18)

View: Workshop 1: "Introduction" 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" lesson and then on the "View this Video" 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 3: Print and read "National Geography Standards" (p. 2 of syllabus, 3b under standards)

W-T-L 5, Describe key characteristics of global education. Describe the stages in cultural learning. Present your reaction to the SSW text so far.

October 31, Teaching Globally II

Reading 1: *SS & W*: Chapter 5, "Connecting the United States to the world," Chapter 6, "Teaching global issues" & Chapter 7 "Teaching current events from a global perspective"

Reading 2: SAS Secondary Geography Standards <http://www.pdesas.org/Standard/StandardsDownloads>

W-T-L 6, Construct a lesson plan that captures the view of the SSW text.

November 7, Reading and Writing in the Social Studies

*Reading 1: "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).

*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: "Stimulating Instruction in Social Studies" La Vonne Key, Jack A. Bradley, and Karen Sue Bradley, *The Social Studies* (2010) 101 (3).

*Reading 4: "Questioning the Author: Making Sense of Social Studies" by Isabel L. Beck and Margaret G. McKeown, *Educational Leadership*, Nov., 2002, 60 (3).

*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: 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 (Handout)

W-T-L 7 on Reading and Writing, What is the view of reading and writing being put forth in the articles? Describe three methods being advocated?

Due: Lesson plan from unit that includes reading and writing.

November 14, Teaching Civics 1

Reading 1: "High quality civic education: What is it and who gets it?" by Joseph Kahane and Ellen Middaugh (SST, 15)

Reading 2: "Discussion in social studies: Is it worth the trouble?" by Diana E. Hess (SST, 21)

*View: "Freedom of Religion" (No. 1) 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)

W-T-L 8, Complete a lesson analysis sheet for the lesson and write a one-page critique of the lesson.

Due, Friday, November 18 by noon in 328 bin: Unit Plan

November 21, Teaching Civics 2

Reading 1: “Teaching civic engagement in five societies” by Carole L. Hahn (SST, 20)

Reading 2: “Can tolerance be taught? (SST, 24)

*Reading 3: “Teaching Against Idiocy” by Walter C. Parker, *Phi Delta Kappan*, January 2005.

*View: “Public Policy and the Budget” (No. 3) 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 “Public Policy and the 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.

W-T-L 9, Complete a lesson analysis sheet for the lesson and write a one-page critique of the lesson. Using readings and Annenberg lessons from 11/14 and 11/21, explain how civics should be taught.

November 28, Teaching Economics

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

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

Reading 3: “Credit: Your Best or your Worst Enemy?” *The Social Studies*, March, 2005, 69 (2.) (Handout).

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 4 : “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.]

W-T-L 10, Complete a lesson analysis sheet for the lesson and write a one-page critique of the lesson. Answer the following: What is economics? Given the nature of the discipline, How do Shrug, et al. and Lopus, et al. propose that it be taught.

Due Friday, December 2 : Unit Plan Reflective Critique

December 5, Unit Plan Discussion and What are the social studies? One More Look

Reading 1: “The Social Studies are Essential to a Well-Rounded Education” by Arne Duncan and “The Essential Role of the Social Studies: Reflections on Arne Duncan’s Article” *Social Education*, May/June 2011, 75 (3). (Handout)

Reading 2: “Ten Thematic Strands” and “Introduction” from the National Council for the Social Studies
(<http://www.ncss.org/standards/>) (Available on-Line)

Due Monday, December 12 at 6:30: Final Exam, If you have two other exams scheduled for that day, please let me know so that we can make other arrangements.

ASSIGNMENTS

1. FINAL EXAM

The final exam will ask you to discuss aspects of the texts below:

Social Studies Today: Research & Practice Walter C. Parker, Editor

Social Studies and the World: Teaching Global Perspectives by Merry M. Merryfield and Angene Wilson

Eyewitness to the Past: Strategies for Teaching American History in Grades 5-12 by Joan Brodsky Schur

Understanding by Design by Grant Wiggins and Jay McTighe

Due Monday, December 12 at 6:30

2. WRITING-TO-LEARN ASSIGNMENTS (GENERAL INFORMATION)

Overview

Specific writing-to-learn prompts appear throughout the syllabus.

The writing-to-learn assignments serve several purposes and you should keep all of these purposes in mind when you write. These purposes include:

- Providing an opportunity to reflect on reading so you come to class ready to discuss ideas
- Deepening your thinking about ideas in readings by using your own words to explain and connect them
- Making ideas in readings more personal
- Demonstrating that you have read and understood the essence of the readings and videos
- Preparing for more formal writing in the course

Groundrules:

Each writing-to-learn assignment needs to be a thoughtful response to the task laid out below. Make sure that your writing is spell-checked and that you have eliminated your most glaring grammatical errors. (That means, read back over what you have written once and if something doesn't make sense, revise.) The writing should be clear, but I don't expect to see the level of organization I would expect in a polished paper. The response should be around two pages, though if you have more to say, I invite you to write on.

The WTL is generally and in the most part a response to the night's reading. Read carefully and critically before you write. I will be looking for an accurate presentation of ideas from the authors.

3. SCHUR CRITIQUE AND LESSON PLANS

Paper

1. Two-Page Overview: What is Schur's vision of history teaching? That is, what is her philosophy of history instruction and what approach to teaching history does she advocate?

2. Two-Page Critique: Discuss the strengths of the model. Why might this be a strong approach to use in the 6-12 classroom? How might you adapt it for use? What are the weaknesses of the approach?

The overall paper must be unified with a clear main idea and supporting, well-crafted paragraphs and sentences.

Two lesson plans building from Schur's view:

- Must adhere to format description in handbook
- Must include primary documents
- Must include brief statement about how the lesson flows from Schur text.

DUE (Friday, 10/7 by Noon to PPHAC328)

SCHUR RUBRIC

Criteria for Evaluation: The unit plan will be worth 25% of the final course grade. An * asterisk indicates the item or section is worth double points.

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 |

*The Paper

_____ 1. An accurate description of Schur's philosophy is presented.

_____ 2. An accurate description of Schur's practice is presented.

_____ 3. Thoughtful strength's of the approach are presented.

____ 4. Thoughtful weaknesses of the approach are presented.

____ 5. Both strengths and weaknesses are explained thoroughly.

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.

The Lesson Plans (Separate grades will be recorded for each lesson plan)

____ *1. Plan reflects the spirit of Schur's philosophy and approach.

____ 2. All aspects of the lesson plan format are included in an appropriately detailed manner.

____ 3. A primary document is included.

UNIT PLAN, EDUCATION 365

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. Your unit plan:

- will be constructed throughout the semester,
- will employ the Understanding by Design scheme as a template,
- will be designed with your particular students and the community they come from in mind.

Getting Started

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.

Teaching

Your unit must contain a minimum of ten block-scheduled lessons or fifteen regular-scheduled lessons. You must actually teach a minimum of ten lessons so you may have some plans in your unit plan that you don't teach. In both the case of the unit plan and actual teaching, you might complete more than the minimum requirement. 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.

Getting to Know Students and School

It is important that you come to know the students in your class and the school you are teaching in. Observe your students carefully and discuss them with your coop. In particular, learn about and appreciate the diverse nature of the students. Talk to your coop about particular groups of students. Ask about linguistic diversity. Ask about IEPs. Ask to see IEPs. Ask about and observe the cultural diversity in your class. Your planning must take into consideration that diversity.

Also find out about the school you are in. Here are some ways to find out:

- 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.

Print off the data from all sources and include it in an appendix for your unit plan.

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 Philosophy of Social Studies Education (Around 2 Pages)** Your task is to answer the question, why is the social studies an important part of the curriculum? Imagine your audience to be the public, especially parents and students. Be sure to reference thinkers we read in class as well as other appropriate thinkers.
- 3) A Description of the School You are Teaching in (At least 2 Paragraphs):** Describe the school you are teaching in. Discuss issues like the socioeconomic makeup of the school, how students perform on state tests, what the school looks like physically, special issues facing the school, and more. Overall, convey a sense of the environment beyond

your classroom. Allow your description of the school to also convey a sense of the community served by the school. Make sure you make clear how the information about the school and community is relevant to your teaching.

4) A Description of the Students you are Teaching (At least 3 Paragraphs): a) 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.

b) Explain how you adapted instruction to meet the needs of English language learners and also for learners with disabilities. Be specific. Make sure that adaptations reflect readings from this class and other classes (EDUC244, EDUC260).

5) Broad Organizing Ideas in the form of following:

★ Enduring Understandings (at least five)

★ Essential Question(s) (at least two)

Make sure that after you create these organizing ideas, the idea flows throughout the lessons. I will be looking for that interrelationship between idea and practice when I read over your plan.

6) A Discussion of Understanding by Design Explain how you used UBD to shape the unit. (Around 2 paragraphs) Explain how you used understanding by design to shape the unit. (Explain how you chose the essential questions and enduring understandings, showing how they flow from a knowledge of who your students are and your philosophy statement. Explain how you designed a summative assessment lessons plans that flowed from your big ideas?)

7) Summative Assessment: Include summative assessments you will be employing to evaluate how well students grasp enduring understandings and can answer essential questions. If you are not able to produce such an assessment in this situation, create the one you would employ in an ideal world and then include the assessment you actually employ as well as the one you created. (Sometimes or even often, teachers must administer a particular test at the end of a given unit.)

8) A Discussion of the Methods Used in the Unit Plan and a Rationale for the Use of those Methods. (Around 2 paragraphs) Talk about the methods you tend to 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. Explain how they flow from your philosophy statement as well as stated enduring understandings and essential questions. Explain how this general approach to teaching would promote learning for this particular group of students in this particular school? Explain how they help the students to answer your essential questions or more deeply grasp the enduring understandings.

9) A Discussion of Technology: (1-2 Paragraphs) Describe how technology was used in your lesson and how that use is apt for your students and helps students to grasp enduring understandings and answer essential questions. Include a discussion of how students used computers and the internet as part of the learning process.

10) 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. Include all handouts (activity sheets, anticipation guides, student worksheets). Also make sure that each plan includes at least three ways to formatively assess students. [Note: At least one lesson needs to be devoted in large part to the teaching of reading. That lesson will be turned in with the unit and also on November 7.]

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.

Due on Friday, October 21 by Noon to PPHAC328 Bin: unit plan draft. This will allow me to provide a formative evaluation of your progress. Your draft needs to include your philosophy statement, the description of your school and of the students you are teaching, the essential questions and enduring understandings for your unit, a brief discussion of methods you are and will be using, the summative evaluation, 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 18 by Noon to PPHAC 328 Bin
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. Philosophy statement:

____ conveys the importance of the social studies,

____ conveys important ideas,

____ includes discussion of thinkers in class,

____ contains unity driven by a clear core idea.

____ 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 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,

____ 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,

____ lessons teach to enduring understandings and .essential questions,

- ____ 9. Unit plan reflects a concern for learners with special needs and English language learners,
- ____ 10. Unit plan includes appropriate and well-designed summative assessments,
- ____ 11. Summative assessment allows teacher and student to see how deeply students grasp the enduring understanding and how well they can answer the essential question.
- ____ 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.

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 unit plan goals in relation to what actually happened in your classroom. Given all of the formative assessment you carry out and your summative assessment, this should not be a difficult task. Remember, the enduring understanding and essential questions drive your overall unit and objectives drive your overall plan. Assess how deeply students grasped enduring understandings, how well they could answer essential questions, and how well they reached objectives.

Here are some questions to guide your critique: How well did **all** of my students learn? How effectively did I teach? To what extent did students reach stated goals? Given my analysis, how will I teach in the future?

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 students learned and what you learned about how to include diverse students 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 discussion of how the understanding-by-design philosophy guided the carrying out of the plan and what you learned about understanding by design from this experience with a brief discussion of how you will use UBD in the future.
- 8) A Critique of the implementation of the unit. Here you are describing what approaches worked and what approaches didn't work and explaining why in each instance. Use data as support for your assertions. Data might include feedback from others and data from the classroom itself (student work, data you gather after lessons, recollections after each lesson). Also discuss what approaches you will use in the future, given your discussion above. This is an important part of the paper.
- 9) A discussion of how ideas about teaching and learning and your philosophy of social studies education changed as you actually carried out your plans and came to know your students.
- 10) 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.
- 11) 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]

Unit Plan Critique Due Friday December 2 by Noon to PPHAC328 Bin

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 and personal examination of teaching.
- ___ 10. Conveys how teaching will be affected by critique.
- ___ 11. Includes a thoughtful discussion and assessment of understanding by design.
- ___ 12. 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.

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?

STANDARDS

ELL STANDARDS

- IB)5. Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families. (FE)
6. Observe culturally and/or linguistically diverse instructional settings. (FE)
- IIA) 1. Apply research, concepts and theories of language acquisition to instruction. (FE)
2. Implement appropriate research-based instructional strategies to make content comprehensible for all ELLs. (FE)
3. Demonstrate effective instructional planning and assessment integrating the PA Language Proficiency Standards for English Language Learners PreK-12 (ELPS) (UP, LP)
- IIB) 1. Use PA ELPS to design content assessment. (UP, LP)
2. Identify issues related to standards-based formative and summative assessment for *all* ELLs. (Class discussion)
3. Use assessment data to differentiate and modify instruction for optimal student learning. (UPC/LP)
- CII) 2. Demonstrate collaborative, co-teaching models for serving ELLs. (FE)
- CIII) 3. Define common terms associated with English Language Learners. (Class)

SPECIAL EDUCATION STANDARDS

- IA) 1. Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidenced-based instructional practices and adaptations. (FE, UP, LP)
- IB) 2. Physical: Recognize patterns of normal physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices. (LP, UP)
3. Social: Initiate, maintain and manage positive social relationships with a range of people in a range of contexts. (FE)
- a. Recognize areas of development for students with disabilities and plan effectively for: interpersonal processes, forming and maintaining relationships (including parent-child, caregiving, peer, friend, sibling), and attachment models and their effects on learning. (FE, LP, UP, UPC)
- b. Apply principles in social competence, social withdrawal, social role formation and maintenance, and prosocial behaviors, and aggression as they affect learning.
4. Behavioral – Recognize patterns of normal behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive teaching of appropriate behaviors that facilitate learning. Apply principles in social competence, social withdrawal, social role formation and maintenance, and prosocial behaviors, and aggression as they affect learning. (FE)
- IC) 1. Demonstrate the use of formal and informal assessment data for instructional, behavioral and possible eligibility decisions based on the type of assessment, level of the students being assessed, and the point and quality of instruction. (LP, UP, UPC)
2. Demonstrate an understanding of the types of assessments used (e.g., screening, diagnostic, formative, summative) and the purpose of each assessment in a data-based decision making process. (FE, UPC)
4. Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings presented in an evaluation report including grade-level equivalents, percentile rank, standard scores, and stanines.
6. Create an instructional plan using assessment information related to individual student achievement. (LP, UP, UPC)
7. Analyze and interpret formative assessment (e.g., curriculum based assessment, CBA).
8. Demonstrate an understanding of the purpose and intent of standardized assessments and progress monitoring as one of multiple indicators used in overall student evaluation. (FE, UPC, UP)
9. Systematically monitor student performance to best identify areas of need. (FE, LP, UPC)

10. Use evaluative data on an individual, class and district level to implement instructional and/or programmatic revisions for quality improvement.

ID) 6. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment. (FE, LP, UPC)

IE) 1. Identify effective co-planning and co-teaching strategies. (FE, UP, UPC)

2. Identify collaborative consultative skills and models (i.e., understanding role on the IEP team; teaming; parallel teaching). (FE, UP, UPC)

3. Identify instructional level of students through collaboration with members of the IEP team. (FE, UP, UPC)

4. Understand the role of the general educator as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes). (UPC)

5. Demonstrate an understanding of the meaningful roles that parents and students play in the development of the student's education program. (UPC)

6. Demonstrate sensitivity multicultural and economic perspectives in order to encourage parent participation. (UPC)

7. Demonstrate an understanding of how to support student and family communication and meaningful participation into the student's educational program. (UPC)

8. Work collaboratively with all members of the student's instructional team including parents and non-educational agency personnel. (FE, UPC)

II. 1. Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs. (LP, UP, UPC)

2. *Demonstrate a conceptual understanding of the components of reading and describe how these areas pose challenges for students with disabilities:*

Phonological Awareness & Phonics

Fluency

Vocabulary

Comprehension

Language

Word Study (Phonological Awareness & Phonics)

3. *Demonstrate a conceptual understanding of the components of writing and describe how these areas pose challenges for students with disabilities:*

text production

spelling

composition for different types of writing [Though this was identified as a standard to be met in EDUC36-, it is truly best met in 244 since the emphasis is on the conceptual.]

4. Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels. (LP, UP, UPC)

5. Utilize assessment tools with appropriate accommodations in the area of literacy to identify effectiveness of the standards based curriculum (core literacy program for students with disabilities). (FE, UP, UPC, LP)

6. Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities. (LP, UPC)

8. Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy. (LP, UP, UPC)

9. Demonstrate instructional strategies to enhance comprehension of material. (LP, UPC)

11. Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy. (UP, UPC)

12. Establish and maintain progress monitoring practices within the content area aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students with disabilities. (LP, UPC)

13. Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities. (LP, UP, UPC)

15. Demonstrate the ability to adapt content area material to the student's instructional level. (LP, UP, UPC)

III. 1. Identify effective instructional strategies to address areas of need. (LP, UP, UPC)

2. Scaffold instruction to maximize instructional access to all students. (LP, FEE)

3. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate. (LP, FEE)

4. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern. (FEE, CE)

5. Strategically align standard based curriculum with effective instructional practices. (UP, LP)

6. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content using a variety of methods without compromising curriculum intent. (LP, UP, UPC)

7. Analyze performance of all learners and make appropriate modifications. (FEE, LP, UPC, FEE, CE)

8. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities. (UP, UPC)

9. Use research supported methods for academic and non-academic instruction for students with disabilities. (LP, UP, UPC)

10. Develop and implement universally designed instruction. (LP, UP, UPC)

11. Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech). (UPC, FEE, CE)

Note: FE, Field Experience; UP, Unit Plan; Lp, Lesson Plan; UPC, Unit Plan Critique, FEE, Field Experience Evaluation, Coop Evaluation