

EDUC 365 PM/Z

Fall 2014

Dr. James Massey



MORAVIAN
COLLEGE

As for me, all that I know is that I know nothing

-Socrates

*The self is not something ready-made, but something
in continuous formation through choice of action.*

-John Dewey

Class: Thursdays, 6:30-9:30

PPHAC 235

Office Hours: 5:30-6:25, adjunct Faculty Office, PPHAC

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ESSENTIAL QUESTIONS:

- * What is a good democratic citizen? What does it mean to be a citizen of the world?
- * What is the curriculum for helping young become democratic citizens?
- * How should we teach the social studies?
- * What are the social studies?
- * How can we teach the social studies in a manner that allows us to meet the needs of every one of our students?
- * What are the practices one needs to master in order to be an excellent social studies teacher?
- * What does an excellent social studies unit look like?

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.

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*, Joan Brodsky Schur
- * Understanding by Design by Grant Wiggins and Jay McTighe (Available as E-Book through Reeves)
- * College, Career, and Civic Life: C3 Framework for Social Studies State Standards published by NCSS and available at www.ncss.org as a PDF download.

ASSIGNMENTS and GRADING

Assignment details are provided on the pages that follow and on Blackboard. Assignments are graded using a four point scale. Scores are based upon rubrics that are either attached or on Blackboard. The grades are entered into an excel spreadsheet that I have created with weights, which are listed next to the assignments. Students will be provided a sample copy of the gradebook which they can use to track and estimate their grades at any point in the semester.

- * Integrated Unit plan 25%
(this is broken down into 20% for the final product and 5% for critical friends work)

- * Unit Plan Reflective Critique 15%
- * Homework Assignments and Lesson Critiques 20%
- * Successful Completion of Field Experience 5%
- * Schur Discussion and UBD Lesson Plans 15%
 - o Will include a defense of desired learning and resource critique
- * Final – teaching to learn and learning to teach 15%
- * Attendance and Participation 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 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 violator’s 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 AND PROFESSIONAL RESPONSIBILITY

This class meets weekly. It is my expectation that you will attend all classes. Yes, circumstances do arise that may make this difficult. It is your responsibility to address these issues with me prior to the class or as soon as you are able. Our time together will be spent processing information from the readings, completing activities focused on theory and practice, and raising and discussing important issue related to the future of your chosen occupation. All of this is meant to support you as develop as a pre-service educator. Missing multiple classes will force me to call into question your commitment to the occupation. Not only do you miss material, but you undermine the community that we are attempting to build within our small group of educators.

None of the assignments were created to be busy work or to serve strictly as assessments. They are meant to guide you as you grow and develop your knowledge and skills over the course of the semester. They are meant to help you learn. If circumstances make it difficult to complete an assignment by its due date, you must communicate that to me prior to the due date. Choosing to not complete an assignment will result in a zero. Multiple missed assignments will necessitate a conversation with the Chair of the Education Department and the Dean of Students. If you receive feedback that demonstrates growth is needed, and you feel that you can improve your work and demonstrate true learning, you may choose to re-submit work for review. For some assignments this could result in an adjusted grade; but this is not the purpose of this policy. It is meant for you to take and process critical feedback and refine your thinking or practice. Should you choose to take such action, you must communicate it to me and complete revisions within two weeks of the assignment being returned. The final is not subject to this policy.

ACCOMMODATIONS

Day students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support in the lower level of Monacacy Hall, or

by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

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

| Class | Topics | Readings | Assignments Due |
|-------|--|---|---|
| 8/28 | <p>Field Experience Meeting 6:30PM in PPHAC 102 (Mandatory)</p> <p>Meet with Mr. Van Doren</p> <p>What is the Job of a Social Studies Educator</p> <p>Teaching about Michael Brown and Ferguson, Missouri.</p> | <p>1. Reading: "Ten Thematic Strands" and "Introduction" from the National Council for the Social Studies{ http://www.ncss.org/standards/ }</p> <p>2. "Social Studies Education eC21" by Walter C. Parker (<i>Social Studies Today/SST1</i>)</p> | <p>Review information on the Shooting of Michael Brown and the Protests in Ferguson, Missouri. We will discuss how we would turn this into a lesson with objectives and essential questions.</p> |
| 9/4 | <p>Teaching Social Studies</p> <p>Understanding by Design</p> <p>Using Understanding by Design to Teach History</p> | <p>1: "Idiocy, Puberty, and Citizenship: The Road Ahead" by Walter C. Parker (<i>SST25</i>)</p> <p>2: "Social Studies and the Social Order: Transmission of Transformation?" by William B. Stanley (<i>SST2</i>)</p> <p>3: "Why don't more history teachers engage students in interpretation?" by Keith C. Barton and Linda Levstik (<i>SST3</i>)</p> <p>4: Wiggins and McTighe, Chapter 1, "Backward Design"</p> <p>5: "Using the NCSS National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment To Meet State Social Studies Standards by Michelle M. Herczog, <i>Social Education</i>, September, 2010.</p> <p>6: PA Common Core Reading Standards and PA Common Core Writing Standards</p> <p>7. "What are objectives?" by Harry Wong</p> | <p>Writing-to-Learn 1: <i>Before you read</i>, write down five of your own reasons for why we need to teach about the social studies. Explain each briefly, if you feel that I won't understand. <i>After you read the three articles</i>, briefly summarize the three readings providing reasons Parker, Stanley, Levstik, and Barton give for teaching the social studies. <i>Then</i>, with your own reasons in mind, react in a personal way to the reasons given by the author. This could be the start of your philosophy statement for your unit.</p> |
| 9/11 | <p>Thinking historically and developing understanding</p> | <p>1. Schur, Chapter 1, "History from the Eyewitness Viewpoint" & Chapter 2, "Diaries"</p> <p>2. "What does it mean to think historically and how do you teach it?" by Bruce A. Vansledright, (<i>SST12</i>)</p> <p>3. Wiggins and McTighe, Chapter 4, "The Six Facets of Understanding"</p> | <p>Writing-to-Learn 2: Before you begin, write down your definition of historical thinking. After reading both of the Schur chapters, but especially chapter 1, write down Schur's view of historical thinking. React in a personal way to both that view and the method (ch. 1 and ch. 2)</p> |

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| | | | Schur proposes. |
| 9/18 | <p>Historical Thinking and UBD</p> <p>Note: Field Experiences begin on Monday 9/22</p> | <ol style="list-style-type: none"> 1. Schur, Chapter 3, "Travelogues" 2. Wiggins and McTighe, Chapter 5 "Essential Questions" 3. Schur, Chapter 4 "Letters" | <p>Pick a unit you might teach in a high school or middle school history course. Write four or more essential questions that could be explored throughout the unit.</p> <p>Draft: A sloppy copy of your philosophy of Social Studies Education (this will hopefully evolve as the semester progresses.)</p> |
| 9/25 | Teaching Historical Thinking using an UBD approach | <ol style="list-style-type: none"> 1. "Race, Gender, and Teaching and Learning of National History" by Terrie Epstein, et al. (SST10) 2. Schur, Chapter 5, "Newspapers" 4. Wiggins and McTighe, Chapter 10, "Teaching for Understanding" and Chapter 11, "The Design Process" | <p>Writing to learn 3 – Return to and review the Common Core State Standards for Reading and Writing. If you were to embrace the concept of Understanding by Design put forth by Wiggins and McTighe, would you be more or less successful in helping your students meet the standards? This requires you to demonstrate an understanding of both UBD and CCSS.</p> |
| 10/2 | Assessing Historical Thinking | <ol style="list-style-type: none"> 1. Schur, Chapter 7, "Scrapbooks" 2. "What can Forrest Gump tell us about Students' historical understanding? by Sam Wineburg, Susan Mosburg, and Dan Porat (SST11) 3. Wiggins and McTighe, Chapter 7, "Thinking Like an Assessor" 4. "Beyond the bubble in history/social studies assessments," by Joel Breakstone, Mark Smith, and Sam Wineburg, <i>Phi Delta Kappan</i>. Feb. 2013. | <p>Writing to learn 4 – return to the essential questions that you created for and revised on 9/18. Create a polished draft of an authentic assessment that you would use to provide the students an opportunity to demonstrate they have learned information and skills that target the essential questions.</p> <p>Shur Paper and Lesson Plans due 11:59PM on 10/3 via email.</p> |
| 10/9 | Reading and Writing across the curriculum with an eye to the Common Core State Standards | <ol style="list-style-type: none"> 1. "Strategies for Making Social Studies Texts More Comprehensible for English-Language Learners" By Clara Lee Brown, <i>The Social Studies</i>, Sept./Oct. 2007. 2. "Taming the Text: Engaging and Supporting Students in Social Studies Readings" by Nancy Fordham, Debra Wellman, Alexa Sandman, <i>The Social Studies</i>, July/August 2002). 3. "Questioning the Author: Making Sense of Social Studies" by Isabel L. Beck and Margaret G. McKeown, <i>Educational Leadership</i>, Nov., 2002, 60 (3). | <p>Writing-to-Learn 5: Briefly describe your three (or more) favorite reading and writing strategies from the above assignments. Explain why you like them, including an explanation of why you think the strategy will help your students be better readers, and how you intend to implement them.</p> |

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| | | <p>4. "Reading for Democracy: Preparing Middle-Grades Social Studies Teachers to Teach Critical Literacy," by Micehelle Reidel and Chrisitine A. Draper, <i>The Social Studies</i> 2011.</p> <p>5. An Approach to Integrating Writing Skills into the Social Studies Classroom by Veronica M. Zagora, <i>Social Education</i>, Jan./Feb., 2011</p> | <p>Draft: Who are your students? Create a sloppy copy for the section of your unit plan that discusses the students you are teaching. You want to be able to answer the question: Who are your students? Use two sources of information, your coop and your classroom experience, including observation, interaction, and examination of student work</p> |
| 10/16 | <p>Teaching Globally</p> <p>Thinking locally (Schools and communities)</p> | <p>1. Merryfield and Wilson, Chapter 1, "The many dimensions of global education"</p> <p>2. Merryfield and Wilson, Chapter 3, "Teaching for understanding of world cultures" (SSW)</p> <p>3. "Using Literature to teach about others: The case of Shabanu" (SST, 18)</p> <p>4. "Community Schools: It Takes a Village" by Kristi Garrett, <i>Education Digest</i>, v78 (3) Nov 2012.</p> <p>5. From Family Deficit to Family Strength: Examining How Families Influence Childrens Development and School Success by Ellen S. Amatea, .From <i>Building Culturally Responsive Family-School Relations</i>.</p> <p><u>View:</u> "Introduction" from "Teaching Geography" website on Annenberg Media (http://www.learner.org/channel/workshops/geography/)</p> <p>Click on the "Before You Watch" link, on "the introduction page" and read over that screen.</p> <p>View the segment by first clicking on the icon for the "Workshop 1 Introduction" lesson and then on the "View this Video" VoD box on the introduction page screen.</p> <p>View: Part 2 of Workshop 3 "North America," "Chicago and San Antonio," on the "Teaching Geography" website, Annenberg</p> | <p>Writing-to-Learn 6: Describe key characteristics of global education as laid out by Merryfield and Wilson. Present your reaction to the SSW text so far.</p> <p>Complete a lesson analysis sheet for the Aral Sea lesson</p> |
| 10/23 | Teaching Globally II | <p>1. Merryfield and Wilson, Chapter 5, "Connecting the United States to the world,"</p> <p>2. Merryfield and Wilson Chapter 6, "Teaching global issues"</p> <p>3. "I am not just an African Woman" p. 127 in Merryfield and Wilson</p> | <p>Writing-to-Learn 7: Building on W-T-L 6, describe key characteristics of global education as laid out by Merryfield and Wilson and then go on to critique the text.</p> |

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| | | View: Workshop 8, "Global Forces/Local Impact" from "Teaching Geography" website, Annenberg Media | Complete a lesson analysis sheet for the Fred Walk and the Mary Pat Evans lessons |
| 10/30 | Civics (Citizenship in the Nation and World) | <p>1. "High quality civic education: What is it and who gets it?" by Joseph Kahane and Ellen Middaugh (SST, 15)</p> <p>2. "Discussion in social studies: is it worth the trouble?" by Diana E. Hess (SST, 21)</p> <p>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</p> <ul style="list-style-type: none"> • 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 details you wish to maintain. <p>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</p> <ul style="list-style-type: none"> • 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. | <p>Writing-to-Learn 8: Before you read the piece by Diana Hess, write a brief statement where you lay out your view of the role of discussion in a social studies classroom and some specific strategies for carrying out effective discussions. Then read the Hess article. Summarize and then critique Hess' view on the role of discussion in a social studies classroom and also the proper approach to holding discussion.</p> <p>Complete a lesson analysis sheet for the "Freedom of Religion" and "Public Policy" lessons and write a one-page critique of one of the lessons of your choosing.</p> |
| 11/6 | Active Citizenship | 1. "Teaching civic engagement in five societies" by Carole L. Hahn (SST, 20) | Rough Draft of Unit Plan Due |

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| | Critical Friends Evaluation of Rough Drafts of Unit Plans | 2: "Can tolerance be taught?" by Patricia G. Avery (SST, 24) | |
| 11/13 | Teaching Economics | <p>1. "What is economics?" from <i>Introducing Economics: A Critical Guide for Teaching</i> by Mark H. Maier and Julie A. Nelson.</p> <p>2. "Is Economics Your Worst Nightmare?" By Mark C. Schug et. al., <i>Social Education</i>, 2003).</p> <p>3. "Credit: Your Best or your Worst Enemy?" <i>Social Education</i>, March, 2005.</p> <p>View: "How economists think" (Watch first half through the end of Elaine Schwartz's lesson) from "The from Economics Classroom: A Workshop for Grade 9-12 Teachers" website from Annenberg Media(http://www.learner.org/channel/workshops/economics/) (Lesson plan available in site map under "support materials.")</p> <p>View: "Workshop 2: Why Markets Work." from "The Economics Classroom: A Workshop for Grade 9-12 Teachers" website from Annenberg Media (http://www.learner.org/workshops/economics/workshops.html) (Lesson plan available in site map under "support materials.")</p> | <p>Complete a lesson analysis sheet of Elaine Schwartz's lesson.</p> <p>Complete a lesson analysis sheet for the cookie 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. propose that it be taught.</p> |
| 11/20 | Unit Plan Discussion and Field Experience Review | | Unit Plans Due |
| 12/4 | Learning to Teach and Teaching to Learn Wrap up and Final Preparation | <p>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" <i>Social Education</i>, May/June 2011.</p> <p>2. "Ten Thematic Strands" and "Introduction" from the National Council for the Social Studies</p> | Critical Reflection on Unit Plan and teaching |
| 12/11 | Final | | Final Due |

ASSIGNMENTS

I. 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

Ground rules:

Each writing-to-learn assignment needs to be a thoughtful response to the task laid out in the syllabus. 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 two pages, though if you have more to say, I invite you to write on. Margins need to be one inch. Writing-to-learn should be double spaced.

II. Schur Critique and Lesson Plans

Paper You will be provided with a specific prompt and rubric as we get closer to the due date.

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 October 3, 11:59 PM

III. Unit Plan

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 actually teach. (You may also teach lessons that don't go into the plan.) 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 lessons should reflect appropriate standards for the social studies laid out by PDE and required by the district. These might include state standards and the Common Core, which might overlap. The unit needs to also reflect the standards from the various organizations (NCSS, NCEE, CCE and more) related to the social studies, especially the Thematic Strands from NCSS.

Reminder

For each lesson that you teach, make sure you have at least three concrete ways to formatively 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. That assessment forms the basis for a self-analysis of your teaching.

Getting to Know Students and School

It is important that you come to know the students in your class and the school in which you are teaching. Observe your students carefully and discuss them with your coop. In particular, learn about and appreciate the diverse nature of the students. Ask about and observe the linguistic diversity. Ask about and ask to see IEPs. Observe the students with IEPs. Finally, ask about and observe the cultural diversity in your class. With all of your students in mind, consider learning needs as you plan and then carry out instruction.

You must attend at least one IEP meeting related to a student in their class. You are encouraged to attend more.

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

- Talk with your coop.
- Explore the school website. What does it tell you about how the school presents itself.
- Go to Wikipedia
- 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.
- U.S. Census

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 2-3 Pages) Your task is to answer the question, why should students study the social studies? Your statement needs to first define the social studies and then go on to explain why the social studies **an essential part** of the curriculum. The statement must offer compelling, well-explained reasons for teaching the social studies. Avoid clichés (well-rounded individuals, informed citizens). Be sure to reference thinkers we read in class as well as other appropriate thinkers. Imagine your audience to be the public, especially parents and students. The statement needs to be well written, leading the reader carefully through your complicated ideas so the ideas make sense and so that the reader sees how the ideas are connected. Because you only have two to three pages, you must work to condense your ideas.

3) A Description of the School in which you are Teaching and the Community for whom you are Teaching (Around Three Pages):

Describe the school in which you are teaching. In doing that, you will be answering the question: What makes [place name of school here] unique? Discuss issues like the cultural/socioeconomic makeup of the school, how students perform on state tests, what the school looks like physically, scheduling in the school, special issues facing the school right now, important aspects of the school history, and more. Write up the description and share it with your coop. Ask him or her what you are getting right, wrong.

Describe the community served by the school. What neighborhoods do you serve? How are they diverse? What is special about the community? What is special about its history?

Once you have described the school and community, explain how that knowledge of school and community will impact your teaching.

4) A Description of the Students you are Teaching (Around Two Pages): Answer this question: what are the students in your class like as learners? Describe both affect and cognition. In terms of affect, discuss their emotional engagement with the subject and the general climate of the class. Describe how they think about the

subject and the ways they think. How do they learn? To what extent do they demonstrate complex forms of thinking? Describe their abilities as readers and writers? Overall, capture a sense of the students as a class.

5) Diversity in the Classroom (Around One Page): You need to include a discussion of the diverse nature of your students.

a) Discuss the linguistic and cultural diversity of the class. State how many students have I.E.P.'s and the nature of the variety of needs the special needs learners bring to class.

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) as well as IEPs.

c) Present a brief discussion of the IEP meeting including the following information: people in attendance (identified generically-parent, special education teacher), a description of the decision-making process, a discussion of the plan devised, and a discussion of the implication of that plan for teaching.

6) Broad Organizing Ideas in the form of following:

★ Essential Question(s) (at least three)

★ Enduring Understandings (at least five)

Make sure that after you create these organizing ideas, the idea flows throughout the lessons. It is important that you show that interrelationship between these broad ideas and teaching practices.

7) Summative Assessment: The summative assessment you develop for the unit needs to demand an authentic performance of some kind from your students. The performance you demand needs to help you see how well the students are meeting your broad goals and how deeply they are exploring essential questions. If you are not permitted to employ such an assessment in this placement, create and share the one you would employ in an ideal world and then include the assessment you actually employ.

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 EDUC244 and ED260. Include all materials connected to the lesson with the plan. This includes handouts (activity sheets, anticipation guides, student worksheets), PowerPoint slides (multiple slides on a page), and other materials. 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 October 8.]

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. Clearly mark the plans for the unit. Include other plans that you taught, but mark those clearly as well.

9) A Discussion of Understanding by Design Explain how you used UBD to shape the unit. (Around 1 page)

Briefly summarize the philosophy and design that drives the Understanding by Design model. Next explain how you used that philosophy and design to shape the unit. Make sure to explain how you chose the essential questions and enduring understandings, and next how you designed a summative assessment and then lessons plans that flowed from your big ideas.

10) 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.

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 (books, websites, articles, outside experts other than myself, your coop, Mr. Van Doren) that are relevant to your unit and useful for teaching the unit. Clearly identify the item. 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. The text that your students use and a company-made unit test are not resources.

14) Appendix: Include any relevant data, marking each item by assigning a letter and name (Appendix A: Notes from Classroom Observations; Appendix B: Great Schools Demographics).

Due on November 6: Unit Plan Draft. This will allow us to work as critical friends and provide formative evaluation of your progress. Your draft needs to include your philosophy statement, the summative evaluation, at least 3 plans taught with all materials created for your lessons, the essential questions and enduring understandings for your unit, the description of your school and of the students you are teaching, 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, November 20

UNIT PLAN RUBRIC

Key to Rating Scale

- 4 Student work exemplifies this component well
- 3 Student work clearly displays this component
- 2 Student work minimally displays this component.
- 1 Student work does not display this component

CRITERIA FOR EVALUATION OF UNIT PLAN [Note: One and two are the overriding criteria.]

- _____ 1. The unit plan is **coherent** in that it is **explicitly** unified by enduring understandings, essential questions, or other broad goals. Explicit unity will be reflected in clear connections between all broad goals and the summative assessment as well as any broad goals and individual plans.
- _____ 2. The unit plan is **coherent** in that it is constructed to meet the needs of the students in the class and reflects the broader needs of the community.
- _____ 3. All required parts of unit plan are included.
- _____ 4. Essential questions and enduring understandings are presented and presented properly.
- _____ 5. Rich description of the students is presented capturing the diversity within the class.
- _____ 6. Rich description of the school and the community is presented.
- _____ 7. Unit plan includes appropriate and well-designed summative assessment, Summative assessment allows teacher and student to see how deeply students grasp the enduring understanding and how well they can answer the essential question.
- _____ 8. Technology is used and is used creatively to enhance learning.
- _____ 9. Ten appropriate and useful teaching resources are included and annotated. (#13).
- _____ 10. Understanding by design is explained correctly and the ways in which the model was used to design are clearly presented.
- _____ 11. Annotated resources
- _____ 12. Unit plan reflects a concern for learners with special needs and English language learners.
- _____ 13. Appendix is included with data about school and data about student learning.

Criteria for Philosophy Statement:

- _____ conveys important reasons for including the social studies in the curriculum,
- _____ ideas are explained well,
- _____ includes discussion of thinkers in class,
- _____ contains unity driven by a clear core idea.

Criteria for Individual Lessons Plans

- _____ are complete and detailed as prescribed in the lesson plan handout,
- _____ include methods considered in ED365 and ED260,
- _____ are engaging,
- _____ present content accurately and thoroughly,

- _____ include active forms of learning,
- _____ encourage high order and critical thinking in students,
- _____ include strategies that are reflective of the discipline being taught (history, economics),
- _____ include a variety of interrelated activities,
- _____ include at least three ways to assess student learning.

IV. UNIT PLAN REFLECTIVE CRITIQUE:

What is a reflective critique?

A reflective critique is like a peer microteaching analysis in that you examine unit plan goals in relation to what actually happened in your classroom. So your task in the critique is to *assess how deeply students grasped enduring understandings, how well they could answer essential questions, and how well they reached objectives*. Given the formative assessment in each lesson and your summative assessment, creating the critique should not be a difficult task. You will have rich data. Don't forget to save student work and write informal reflections after each lesson.

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) 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 drawing important conclusions about your teaching.
- 4) 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. For those students for whom you attended IEP meetings, discuss the actual teaching for that student and the impact of strategies employed.
- 5) *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.*
- 6) A discussion of what you learned about incorporating technology into your classroom.
- 7) A discussion of assessment devices you used. Describe both formative assessments and summative assessments and how you used both to evaluate your teaching.
- 8) 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.
- 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 and 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?"; and "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 ; summative

- assessments;
- 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 December 4

RUBRIC FOR UNIT PLAN CRITIQUE

Key to Rating Scale

- 4 Student work exemplifies this component well
- 3 Student work clearly displays this component
- 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.

V. Final exam

The final exam will ask you to discuss aspects of the texts below, as well as readings on economics:

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 Wednesday, December 11, 1:30PM

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

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

Pennsylvania Department of Education Standards in "Civics and Government," "Economics," "Geography," and "History." and Pennsylvania Common Core Standards for English Language Arts Grades 6-12: To find the standards, go to the PDE SAS website at <http://www.pdesas.org/Standard/StandardsDownloads>. Chose the appropriate standards.

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

STANDARDS, ELL, LEARNERS WITH DISABILITIES

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)