

**Accommodations for Students with Disabilities:** If you have a disability for which you are or may be requesting accommodations, please contact both your instructor and the Office of Academic Support Services, University Center C212 (610-758-4152) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.

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## **Lehigh University**

### **Fall, 2008**

**Course Title:** Social Studies in Elementary Education

**Course Number:** TLT 412

**Classroom:** Iacocca Hall, B-013

**Time:** Tuesdays, 4:00-7:00 pm

**Instructor:** Thomas C. Hammond, PhD

**Office:** Iacocca Hall, A119

**Office Hours:** by appointment

**Office Phone:** 610.758.3259

**Email:** hammond@lehigh.edu

### **Course websites:**

- Blackboard site (private information) accessible via <http://bb.lehigh.edu>
- Course wiki (public information) at [http://hammond.seedwiki.com/wiki/hammond/tlt412\\_2008c](http://hammond.seedwiki.com/wiki/hammond/tlt412_2008c)
- Course bookmarks at <http://del.icio.us/tchammond/TLT412?setcount=100>.

## **Introduction**

This is a web-enhanced 3 credit graduate course. Some class meetings may occur asynchronously (i.e., online and/or in small groups). It is expected that each student have the capability to author and manage simple web pages, blogs, and wikis; connect to servers such as your Lehigh server space; and upload and link files. Lehigh University's Library and Technology Services (LTS) offers a variety of short courses, tutorials, and helpdesk functions to assist you with using Lehigh's services and simple tasks such as creating and posting web pages for your Lehigh server space. The course instructor will provide additional help with these tasks as needed.

## **Catalog description**

Curriculum, content, teaching strategies, and instructional materials of the social studies field. Emphasis will be placed on organizing content, using appropriate methods, testing and evaluation, and innovations for social studies at the middle and high school levels. Attention will be given to examining textbooks, courses of study, and teacher-made materials.

## **Course purpose**

The major goals of this course focus on preparing you to teach social studies in grades 7-12. Accordingly, the goals are that (1) you will learn effective strategies for teaching social studies disciplines to elementary students, (2) you will accumulate a collection of teaching materials and know where to find additional resources, and (3) that you will find that social studies is vibrant, exciting, and essential for all members of society. The National Council for the Social Studies' concept of "powerful social studies" will be a guiding concept as we explore the social studies disciplines highlighted in the Pennsylvania Standards. Additionally, the course will feature a sustained focus on the use of instructional technology for social studies education, exploring where it advances and where it impedes powerful social studies.

## Course objectives

By the conclusion of this course, students will demonstrate the ability to

- develop a unit plan linked to the Pennsylvania Department of Education academic standards for social studies.
- prepare social studies lesson plans
- understand methods for powerful social studies teaching and learning and apply it to a classroom lesson
- be able to locate and use social studies teaching materials
- use and integrate instructional technology in the social studies classroom
- use a variety of formative and summative assessment techniques in the social studies classroom.

<b>Pennsylvania Department of Education Program Standards for Social Studies Teacher Certification and Preparation</b>	
<b>Competency</b>	<b>Artifacts/activities that address this competency</b>
I. Knowing the Content Candidates demonstrate their knowledge of the fundamental concepts of Elementary Education and competence in applying developmentally appropriate practices to meet the diverse needs of all elementary students (K-6) including	
I.A. Growth, development and learning including: cognitive development and theories of learning, oral and written language development, typical and atypical physical growth and motor development, social and personal development	Reading: Brophy & Alleman, 2002. Assignment: History Through a Child's Eyes
I.B. Methods and issues of assessment and evaluation including: diagnostic, formative and summative instruments, formal, informal and authentic assessment procedures, biases, tracking, labeling and lowered expectations, aligning assessment to teaching and learning of special needs students	Reading: Lee, Ch. 13. Assignment: Micro-teaching. Activity: Feedback recipes.

<p>I.C. Reading/language arts instruction in accordance with the Pennsylvania Academic Standards including: theories of reading instruction and emergent literacy, word identification strategies, reading comprehension and fluency development, phonemic, morphemic, semantic, syntactic, and pragmatic systems of language, various genres and applications of literature for children and adolescents, elements of the writing process including spelling, grammar, punctuation and handwriting, instructional technologies, information management and library skills</p>	<p>Reading: Lee, Ch. 10.</p>
<p>I.F. Citizenship Education instruction in accordance with the Pennsylvania Academic Standards including: economics, communication, transportation, industrialization, technology and agriculture, geography including location, place, region, human and environmental interaction, world, national, state, and local history, political science, government, social organizations and civic responsibilities,</p>	<p>Reading: Lee, Ch. 7. Activity: Legislative simulation.</p>
<p>I.G. Social Sciences including: human behavior, culture and society, family structures, prejudice, tolerance and other coping behaviors, artworks and other cultural artifacts</p>	<p>Reading: Lee (throughout).</p>
<p>II. Performance Candidates demonstrate their knowledge and competence in foster student learning through:</p>	
<p>II.A. Managing the instructional environment creating a positive, inclusive learning environment, establishing and maintaining rapport with all students, communicating high learning expectations to all students, establishing and maintaining fair and consistent standards of classroom behavior, creating a safe physical environment that is conducive to learning</p>	<p>Assignment: Micro-teaching.</p>
<p>II.B. Planning of instruction based upon knowledge of the subject matter, learning theory, classroom environment, students, the community and the Pennsylvania Academic Standards including: alignment of curriculum, instruction, and assessment, multidisciplinary curriculum integration, collaborating with appropriate subject area specialist</p>	<p>Assignments: Curriculum map, unit plan, micro-teaching.</p>

<p>II.C. Computer-mediated communications and emerging technologies including: audio-visual hardware and other presentation tools, productivity tools, internet searches and electronic mail</p>	<p>Reading: Lee, Ch. 14; Keeler &amp; Langhorst, 2008; Shin, 2006.  Assignments: Technology products assignment.  Activities: 5-picture charades, geo-caching.</p>
<p>II.D. Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including: assessing, identifying and building on the students' prior knowledge, experiences and skills in each content area, problem analysis, creativity, problem-solving, and decision-making skills, inquiry, direct instruction and cooperative learning</p>	<p>Reading: Lee, Ch. 3, 5, 8, 9, &amp; 11; journal articles  Assignments: Curriculum map, unit plan, micro-teaching.</p>
<p>II.E. Developing, utilizing, and communicating appropriate measurement and evaluation procedures in the instructional program</p>	<p>Reading: Lee, Ch. 13; Wineburg, 2004</p>
<p>II.F. Monitoring students' understanding of content, providing feedback to students and adjusting instructional strategies as needed</p>	<p>Reading: Lee, Ch. 3, 5, 8, 9, &amp; 11.  Assignment: Micro-teaching.</p>
<p>III. Professionalism  Candidates demonstrate competencies that foster professionalism in school and community settings including:</p>	
<p>III.A. Professional organizations and professional journals</p>	<p>Reading: Lee, Ch. 4; NCSS, 1993.</p>
<p>III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations</p>	<p>Assignment: History through a child's eyes.</p>
<p>III.C. Establishing and maintaining collaborative relationship with basic and higher education colleagues, families and the community agencies to meet the needs of diverse learners</p>	<p>Reading: Lee, Ch. 12.</p>

III.D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning and elementary education

Assignment: History through a child's eyes.

### **Course methods**

Class sessions will consist of a variety of teaching and learning activities including lecture, small group discussion and activities, computer assisted study, independent work, research, and student presentations. Outside of class, students will read and analyze, research, write formal and semi-formal pieces, and work with a variety of technologies.

## Graded assignments

The course includes a mix of graded and ungraded assignments. The graded assignments fall into four categories (themes): Observation & reflection, Experimentation, Planning, and Process. Below is a table describing the themes and listing assignments within each. Detailed descriptions of each assignment are provided in the "Assignments" section.

Nota Bene:

- Assignments that have been submitted for other courses at Lehigh or elsewhere will not be accepted. If you are uncertain about this policy and your work, please talk to the instructor.
- Assignments can be turned in on paper or electronically (e.g., via an email attachment or by posting to Blackboard or another website), or in a combination of both. Assignments submitted electronically will be returned with typed comments; assignments submitted on paper will be returned with hand-written comments.
- Unless otherwise announced, all work is due at the **start** of class on the date indicated on the syllabus. Unless otherwise announced, absent students may turn in overdue assignments no later than 4:00 pm the day following the missed class.
- Overdue assignments will be marked down one increment a letter grade for each day submitted late. For example, an assignment submitted 1 day late would receive a maximum of an A-. An assignment submitted two days late would receive a maximum grade of B+.

Theme / Assignment	Description	Percentage / Points	Approx. due date
<b>Theme 1: Observation &amp; reflection</b>	Learning how to teach is in part a scholarly activity: Reading and reflecting, observing it in action, and talking to others about its practice. These assignments focus on these activities. They are very process-oriented: there are no right or wrong answers. The assignments should be completed thoughtfully and with care, but there is no penalty for misperception. You are expected to inter-relate and associate concepts between assignments to support the building of your schema regarding social studies and professional practices. These assignments must be done individually and conform to APA style and expectations.	<i>10% of total grade</i>	
Classroom observations (3)	You will observe and reflect upon 3 different social studies lessons at the elementary school level.	10	Session 9

<p>"History through a child's eyes" (HTCE) interview and essay</p>	<p>In this assignment, you will interview at least one child. You will then write an essay that draws three main conclusions you have reached from the interviews. Note: This assignment is based on the work of Keith Barton, PhD and others. The assignment directions are adapted from others, including Dr. Scott Waring, PhD., Stephanie Van Hover, PhD.</p>	<p>10</p>	<p>Session 6</p>
<p><b>Theme 2: Experimentation</b></p>	<p>Powerful social studies teaching requires taking risks and trying new things. This group of assignments seeks to get you working in wet clay, test-driving new ideas and techniques. You are encouraged to use these assignments as building blocks for one another: use your technology products in your lesson plans, and use your lesson plans to prepare your micro-teaching lesson. These assignments must be done individually, but you are encouraged to support one another and offer assistance in completing them. This encouragement of peer support is meant to reflect the reality that, (a) expertise and inspiration regarding teaching and technology are distributed and best exercised collectively, and (b) teachers and students may learn best informally, through networks of affiliation, rather than through self-study or a formal process. Finally, by assisting others, you have a chance to observe the dramatic difference between using a technology or technique and instructing another about it.</p>	<p><i>30% of total grade</i></p>	

<p>Technology products (2) and reflection</p>	<p>Create two original technology products appropriate for use during social studies instruction. One product should reflect your current comfort level with using technology, and the other should be a stretch for you: using a new technology, or using a technology you've used before, but in a different way.</p> <p>Examples of technology products are listed (and linked) in the detailed specification of the assignment.</p> <p>With your technology products, submit a two-page (or longer) paper that explains the products' intended use in the classroom and reflects about the experience of making them.</p>	<p>10</p>	<p>Session 2 = first item (and explanation of its intended use); Session 5 = second item and full reflection</p>
<p>Micro-teaching lessons (2) and reflections</p>	<p>The micro-teaching will take place in two rounds. The first round will be your From your lesson plans, you will select a 15-minute segment of instruction and prepare to teach it in class. The other students will role-play age-appropriate students. During the class following your micro-teaching experience, you will submit your lesson plan and materials, along with a two-page (or longer) reflection on the experience</p>	<p>20</p>	<p>TBA</p>

<b>Theme 3: Planning</b>	<p>The primary responsibility of this class is to develop your ability to prepare instruction. Your student teaching experience, among other things, will allow you to hone your execution of this instruction. These assignments introduce you to the fundamental organizing devices for teachers: the curriculum map and the unit plan. You are encouraged to use the curriculum map as the framework for your unit plan. These assignments may be completed in pairs or trios. This permission of group work reflects the fact that teacher planning often takes place in groups, via teams, departments, or task forces.</p>	<i>50% of total grade</i>	
Curriculum map (~20 weeks)	<p>You will identify a social studies course and a grade level and write a week-by-week outline for a semester (i.e., approximately 20 total weeks) of instruction.</p> <p>For each week, you will identify the content to be addressed, relevant Pennsylvania and national standards, and the instructional methods and resources to be used. This task can be completed in groups (no larger than three) of your own choosing. All group members will receive the same grade.</p>	10	Session 6
Unit plan (5+ lessons)	<p>You will write a plan for a unit of social studies instruction. This unit will consist of five or more lessons. Among your 5 lesson plans,</p> <ul style="list-style-type: none"> <li>• No more than one can be predominantly lecture,</li> <li>• At least one must focus on inquiry, and</li> <li>• At least one must involve students' hands-on use of technology.</li> </ul> <p>This task can be completed in pairs of your own choosing. Both partners will receive the same grade.</p>	20	Session 7 = outline; Session 11 = full plan

Curriculum binder and reflection	<p>One of the most useful and flexible planning tools a teacher can have is his/her curriculum binder: a collection of resources, lesson plans, sample work, and activities that can be used to prepare and revise classes.</p> <p>You will select one curricular format (expanding environments, universal fundamentals, or disciplinary) and begin to populate it using original work, material gathered in your course activities, and your assignments for this course.</p> <p>This assignment is referred to as a "binder" only as a matter of convenience; you can also complete it as a website, wiki, CD-ROM, or other format that accomplishes a similar effect.</p>	20	Session 4 = initial check, Session 14 = final binder

### Course assessment

All assignments will be graded according to a rubric, checklist, or other criterion list, made available to the students ahead of time. Each assignment will be evaluated out of 10 points.

At the end of the course, the points across all assignments will be averaged to create the student's final letter grade. (Because there will be multiple quizzes, all of a student's individual quiz grades will be averaged into one cumulative quiz grade, which will count for 5% of the course grade.)

The points will be translated to a letter grade via the following table:

A	94 - 100 points		C+	77 - 79 points
A-	90 - 93 points		C	74 - 76 points
B+	87 - 89 points		C-	70 - 73 points
B	84 - 86 points		D	60 - 69 points
B-	80 - 83 points		F	below 60

Note that grades round up or down at the discretion of the instructor; an 89.5 does not automatically

become an A-. Rounding decisions will be made according to the demonstrated level of accomplishment in the graded assignments and in the course overall:

<b>Letter grade</b>	<b>What it indicates</b>
<b>A</b>	Excellent work that demonstrates a clear understanding of the material under study and a superior ability to utilize that material in the assignment submitted. Contains no errors in information or execution. When options for marks are involved, indicates successful completion of the highest level option.
<b>B</b>	A solid piece of work that demonstrates an understanding of the material under study and utilizes that material well in the assignment submitted. Usually fails to include some pertinent material or utilizes that material less well than would warrant assignment of an A. May contain minor errors in information or execution (e.g., typos). When options for marks are involved, indicates successful completion of more than the minimal level option.
<b>C</b>	Adequate work, that demonstrates a basic understanding of the material under study and which utilizes that material to some extent in the assignment submitted. Usually contains errors or omissions involving relevant material. May contain significant errors in execution or formatting (e.g., poor layout). When options for grades are involved, indicates successful completion of minimal level option.
<b>D</b>	Work that fails to demonstrate understanding of the material under study and fails to utilize relevant material in the assignment submitted. When options for marks are involved, indicates failure to complete successfully the minimal level option.
<b>F</b>	Work that is incomplete, inappropriate, completely incorrect, and/or was submitted late. This mark indicates severe problems that lead to questions about whether the student should be involved in graduate study.

## Course materials

### Books

Required

Lee, J. (2008). *Visualizing elementary social studies methods*. Hoboken, NJ: John Wiley & Sons, Inc

### Journal articles & other periodicals

All journal articles will be available through the class Blackboard site. See the course map for which are required and which are recommended or optional.

### Other items

It is strongly recommended that you have some portable memory device (e.g., USB drive) available to you throughout the course.

You are encouraged to bring a laptop to class. Be sure that it is connected to the Lehigh wireless network. See the IT staff in room E-105 for help if needed.

You may find that a digital camera of some sort (preferably better than a cell phone camera) comes in handy.

If you end up doing any work with digital video or audio, you will find that a headset+mic combo is handy. These can be checked out from the TLT program secretary.

## Student expectations

The Pennsylvania Code of Professional Practice and Conduct for Educators, section 7.b states that "The professional educator may not assist entry into or continuance in the education profession of an unqualified person. Recognize that you are entering the profession, and that the expectations of professional practice and conduct begin with your teacher education classes." (If you wish to read the entire code, it is available at <http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>.)

### Preparation for class

You are to come to class with all requested materials and prepared to discuss them. This is not a lecture course but a mix of discussion, activities, and labs. If you come to class prepared, this should be stimulating, engaging, and prepare you to teach social studies. If you come to class unprepared, your learning and that of your classmates will suffer.

### Readings

Readings should be completed outside of class time. Give yourself time to read carefully, take notes or marginalia on the readings, and perhaps even journal about what you have read. Please bring a copy to class for reference during discussions.

### Attendance

You are required to attend all synchronous class sessions and actively participate in all synchronous and asynchronous activities.

If you cannot attend due to medical emergency, family crisis, or other events, it is your responsibility to let the instructor know as soon as possible. Please also propose a solution

to remediate the problem by working ahead, visiting during office hours, or putting in additional work.

#### Attention & participation during class

Social studies is a field built around discourse. If you're not attending to the discussion and participating, you're not experiencing the concept and practice of democratic citizenship. Furthermore, as a teacher, you are preparing for a profession; professional behavior inside and outside of class is appropriate, encouraged, and expected.

During class, please turn off or silence cell phones and do not read or respond to text messages. You are encouraged to bring a laptop, but obviously you need to remain on-task. Off-task or inappropriate behavior on the computer will not be tolerated.

#### Homework / assignments

Unless otherwise noted, all assignments are to be original (i.e., not something that was assigned in whole or in part for another class) and completed without any assistance from others or their work. If you do wish to use material from another course, please consult the instructor first. If you do need help from others or their work in completing your assignment, please make a note of it, in the spirit of intellectual honesty.

While I am happy to offer help and guidance with your work, I respectfully decline to offer assistance or respond to requests for assistance in the 24 hours before an assignment is due. Please work ahead and manage your time accordingly.

#### Absences / weather policy

It is difficult to make up absences when a majority of class time will be spent examining, manipulating, and negotiating ideas. Also, class time will be used for the development of graded assignments. Please consider absences very carefully. The instructor reserves the right to lower the final attendance, participation, and professionalism one *full* letter grade per absence.

Weather: Be advised that I will not cancel class unless the university does so. Canceled classes due to acts of God or war will be rescheduled.

#### **Instructor expectations**

I will comment on and return your assignments promptly. I will be available for discussion outside of class time as needed to clarify concepts, assignments, or evaluation.

## TLT 412: Detailed specification of assignments and assessments

### Classroom observations

Observing teacher practice is an integral part of the teacher education process, particularly for a methods course. You have had the opportunity to learn a tremendous amount about teaching and learning through your experiences and informal observations to this point. Through these experiences, you have developed models of instruction. These models have their strengths and weaknesses, and they may have become deeply engrained in your thinking. Through these assignments, you will begin your formal observations, and (I hope) build new and better models for instruction by (a) observing good teaching, and (b) observing more deeply than you have in the past, and (c) taking an informed, critical stance to what you see.

There are three options for completing this assignment. You may select any one of the three options. Note that option 1 **REQUIRES** that you have your clearances in hand, ready to present to school officials. For further information about the clearances and how to go about obtaining them, see the appropriate TLT webpage: <http://www.lehigh.edu/education/tlt/clearances.html>.

#### Option 1

You will visit a grade-appropriate school classroom and observe **three different** social studies lessons. Please try to distribute your observations across more than one discipline. (That is, do not observe three different history lessons but include at least one government/civics, economics, or geography lesson.) This may require you to observe more than one teacher. If you are viewing primarily within one discipline (e.g., two lessons on government/civics), try to observe lessons in two or more units of instruction (elections and the judicial branch, for example).

Arrive for your observation ahead of time. Please dress appropriately for a pre-professional in a school setting. During the observation, please stay neutral and un-involved in the classroom action unless specifically requested by the teacher. Take detailed notes of what you see, and use the questions in the guidelines below to focus your observations.

After your observation, interview the teacher. Ideally, the interview would take place immediately after the observation; however, this may not be possible. You might have to return at another day or time to conduct the interview. During the interview, please ask the teacher for his/her impressions of the lesson, and ask any questions that you may have jotted down during the observation. Again, please take detailed notes.

After conducting your four observations and interviews, write a report that summarizes what you have seen and the associations you can make with the literature or other sources of insight about social studies education. Keep in mind that the information you are working with is sensitive and confidential. Do identify the grade level of the class(es), and the name of the school and district, but only refer to teachers by initials and **DO NOT** reveal the identity of a student. Do not share your notes with anyone other than the classroom teacher, and do not share your report with anyone other than your methods instructor. Do not post your notes or report to the web.

Your essay must be typed and double-spaced. Include a cover page with the name of the assignment and your name centered in the middle. Please use the lettered items (i.e., "Context") as section headings. Indent each paragraph, and do not use an extra space between paragraphs. Use top, bottom, and right margins of approximately one inch, and a left margin of approximately one and a half inches. Use a standard font, size, and style, a high-quality printer, and a standard weight of paper. Staple the pages of the essay, and do not include a report cover, folder, or plastic sleeve. Citations must be in APA style. The essay should be four to six double spaced pages written in APA format.

In your report, please address the following topics:

a. Context

1. Course title, grade level, name of school, name of school district.
2. Instructor's demographic information (gender, approximate age), years of experience, and professional background (e.g., college major)

b. The classroom

1. How are materials and seating arranged? Why? What materials do students have access to? Do restrictions exist for materials? What are they?
2. How does the organization of the classroom contribute to the teaching/learning atmosphere? Is the organization formal or informal? Why? Where do finished assignments go? How does the teacher distribute materials?
3. Are bulletin boards, learning centers or stations, or other displays present? If so, are they focused on curriculum-based topics? Do they appear to contribute to motivation? How frequently do they seem to be used?
4. Is the room stimulating and exciting? How can you tell? Does the room somehow cue or invite social studies learning?

c. Teaching strategies

1. What procedures are routine? For example, how does a social studies lesson start and end? Is there an order or a sequence to the activities?
2. If you have the chance to observe consecutive lessons (or nearly consecutive lessons), how is learning from previous lessons referenced, engaged, or built upon?
3. How and when does the teacher use the board? Visual aids? Computers or other instructional technologies? How often are videos shown? Textbooks used? Non-textbook materials? Worksheets? Maps?
4. When is group work utilized? Are cooperative learning strategies used? What rules exist for group situations? When are individual tasks assigned? How active are students expected to be?
5. How does the teacher utilize questioning? How is discussion encouraged? Does the teacher encourage student reflection and expression of opinion? How does the teacher handle questions to which he or she does not know the answer?
6. Is previous learning or prior knowledge elicited? If so, is it utilized? How?
7. Does the teacher vary his or her tone of voice and inflections? When and why? How does this contribute to motivation, discipline, and emphasis of content?
8. How are students engaged in the thinking processes central to the social studies disciplines (e.g., research, source interpretation, the whys of where, scarcity and incentives, model-building, etc.)? What materials or methods are evident when this is taking place? Do students develop and explain concepts in their own words, both orally and by writing and drawing?
9. How is content information presented in a developmentally-appropriate and engaging fashion?
10. How are learners with special needs accommodated? For example, students with IEPs, gifted students, and English as a second language?
11. How are students provided opportunities to extend and elaborate their understanding and knowledge through independent practice? What scaffolding is provided to support students in this practice?

d. Classroom management

1. What are the stated and unstated rules of this teacher? How can you tell? Are the rules uniformly and fairly applied? List as many rules as you can. Pretend that you need to inform a new student of what is acceptable. Can you do it? What happens if a rule is broken?
2. What strategies does this teacher use to obtain student attention to begin and end class? What does the teacher do to use time effectively? How are transition times (moving from one activity to the next) minimized? How does organization of the classroom or of actual lessons contribute to decreasing discipline problems?
3. When and how is praise or positive reinforcement used? What is the approximate ratio of positive reinforcement (or praise) to negative reinforcement (or criticism)?
4. Is there a pattern to the teacher's calling on students? Is there a difference between students near to the teacher versus those far away? Boys versus

- girls? Does the teacher expect or enforce hand-raising?
5. What happens when there is an announcement or an interruption?
  6. Does the teacher use nonverbal signals or gestures to control student behavior? Which ones? Why? Does the teacher use proximity control (moving closer to a specific student) in order to gain attention or stop some inappropriate conduct?
- e. The students
1. Who are the students? While acknowledging that this is guesswork, describe the students' ethnicities, cultural backgrounds, and socio-economic status of their families/community. Can you identify students who are motivated or unmotivated to learn social studies? What can you tell about individual students by watching them? What interests do the students have? Which types of individual behaviors can you predict from certain students? Who is on-task? Who is off-task?
  2. Do any have IEPs (Individualized Education Plans) or any other special needs? How are they accommodated? Interview the teacher to verify or acquire this information.
  3. Do any students appear to have health or emotional problems?
  4. Why do any students misbehave? What clues can you discover? Do they seek attention? Try to gain acceptance from peers?
- f. Assessment practices
1. What types of formative assessments are used? How does the teacher use that information to inform teaching and/or influence learning? Provide examples. Interview the teacher to acquire/verify this information.
  2. What types of summative assessments are used? Where do the summative assessment items come from? How is data from these assessments used for purposes of grading and accountability? How are final grades determined? Interview the teacher to acquire this information.
- g. Social Studies curriculum: In this section of the report, describe the social studies curriculum enacted in the classroom. This information should come from both observation and (more importantly) teacher interview.
1. What is the curriculum? Does the school district use a local curriculum? A building curriculum? Or does the teacher devise his or her own curriculum from the standards? If the curriculum is aligned with standards, which standards are they: Pennsylvania? NCSS? NCHS? Others?
  2. Is the curriculum textbook-centered? What textbook is used? Are hands-on manipulative activities included in the curriculum? Does the district provide teachers with professional development to learn how to use curricular materials?
  3. Are there written goals and objectives for each unit?
  4. Does the curriculum include recommended assessments for each unit? Are teachers required to use these assessments?
  5. Does the curriculum integrate instructional technology or interdisciplinary activities? Does the curriculum focus on science process skills or the acquisition of science facts? Is a project-based approach to learning science used?
  6. What does the teacher do to enhance the school-mandated curriculum?
- h. Personal reflection: In this section of the report, reflect on your observations. What features of this classroom reflect a standards-based classroom as described in your course readings and class discussions? Provide specific examples. What types of modifications (including curricular customizations) can be done to make this classroom more aligned to the goals stated by the NCSS or NCHS or an IB program?

### Option 2

If you are an in-service teacher and do not have the opportunity to observe other social studies teachers, please

1. Videotape three of your social studies lessons.
2. Watch your lessons, using the prompts in Option 1 to focus your observations.

3. Write a report as described in Option 1, but adding additional information on your thoughts and feelings during instruction and when observing your instruction.

### Option 3

If you are not an in-service teacher and do not have the opportunity observe other elementary teachers of science due to time constraints with work or other obligations, please write a 10-15 page research paper on one of the following topics.

- Implementing inquiry-based social studies strategies in K-12 classrooms.
- Implementing authentic assessment strategies (see the work of Fred Newman) in K-12 social studies instruction.
- Using technology to meet the challenges of social studies instruction. For an example, see the work of Brush and Saye.

Your paper must contain a minimum of 10 scholarly references. Five of these references must come from empirical research articles (i.e., articles written by researchers, not practicing classroom teachers). Journals that feature social studies education research include *Theory and Research in Social Education*, *Social Studies Research and Practice*, *Social Studies Research Journal*, and the social studies section of *Contemporary Issues in Technology and Teacher Education*. While some articles in *Social Education* are based on empirical pieces, most are not. If you need any help in determining whether an article is empirically-based, please consult the instructor.

Your paper is to conform to the same guidelines as the essay described in Option 1, but with a greater length.

## "History through a child's eyes" (HTCE) interview and essay

This assignment is a hybrid: it begins with you conducting research (i.e., you'll interview a K-12 student), but it also a research paper (your write-up will include references to other literature) and a practitioner piece (you'll be thinking through instruction and citing resources as appropriate).

The rationale for this assignment is simple: In order to plan and implement instruction, it is essential to understand what children already know. Since all instruction must build on students' prior knowledge and experience, you must become familiar with students' thinking. This assignment gives you the chance to do that in the area of social studies. Once you have some conclusions about students' thinking, you need to connect these ideas to others' work and to your own future instruction.

In this assignment, you will interview at least one child. You should either record the interview to use in writing your essay, or work with another student who takes notes during the interview.

### *Interview prompts for History Through a Child's Eyes*

In order to create a set of historical pictures for this exercise, choose five pictures (total) from any history book or website. Make copies of these images. (You may need to reduce some pictures). In order to make the most useful set, keep the following principles in mind:

- Choose pictures from times that look widely separated.
- Choose pictures that have more than one clue in them (fashion, technology, social roles). Avoid pictures that are just headshots of famous people.
- Include pictures with women and minorities.
- When arranging pictures in a sequence, begin with a very easy choice (a picture with cars or other modern technology and one without, for example).

Explain to the student that you want to find out what they know and what they are interested in. Explain that you will show them some pictures and ask them some questions about what they know. Explain that some questions might be too easy or too hard, and if there are any questions they don't know the answer to, it's okay just to say, "I don't know." Ask if they have any questions before you start. If you use a recorder, have them say their names into the recorder and play it back to them.

- Show students two pictures from different times, and ask them to put the picture from the longest time ago on their left and the one that's closest to now on the right. Ask them to explain how they know which picture is oldest. Show them each of the other pictures one at a time, and have them put each where it belongs—before the other pictures, after them, or in between. For each picture, have them explain how they knew where it goes.
- Ask: Did you think this was easy or hard to do? What things made it easy or hard?
- Ask: Which pictures do you think are the most interesting? Why?
- Pick one picture, and ask students: How do you think your life would have been different if you had been alive at this time?
- Point to each picture and ask: About when do you think this is?

Explain that now you're going to ask some more questions that aren't just about the pictures. Emphasize again that some questions might be hard, and some might be easy, and that it's okay to say, "I don't know." If you are interviewing an elementary student, use the questions in the left-hand column. If you are interviewing a secondary student, use the questions in the right-hand column. If you are interviewing a middle level student, choose any mix of the questions that you feel is appropriate.

<b>HTCE interview prompts for elementary students</b>	<b>HTCE interview prompts for secondary students</b>
<p><b>Government</b></p> <ul style="list-style-type: none"> <li>• Do we have a king in our country? (If students say "yes," ask who it is.)</li> <li>• Who is the president?</li> <li>• What do you think the president does when he goes to work?</li> <li>• How does someone get to be president? (If students say the president is elected, ask if they know of any other people who get elected.)</li> <li>• What do judges do</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Who do you think are the most famous people in history? What can you tell me about him/her?</li> <li>• Tell me something about George Washington.</li> <li>• Tell me something about Martin Luther King.</li> <li>• Who do you think is the most important woman you've ever heard of?</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• When you buy something in a store, who decides how much the price is?</li> <li>• How do they decide how much to charge for it?</li> <li>• Where does the store get the things it sells? (If students say they buy them from somewhere else, ask , if you paid five dollars for something at the store, how much would the store have paid for it when they got it-five dollars, more than five dollars, or less than five dollars?)</li> <li>• What are taxes? What are they used for? Who decides how much taxes will be?</li> <li>• Have you ever been to a building called a bank? What is it for?</li> <li>• What happens when you put your money in a bank?</li> <li>• If you put your money in the bank and then take it back out later, do you get the same amount you put in, less than you put in, or more than you put in? Why?</li> <li>• Can you borrow money from a bank? If you borrow money, when you pay it back, do you pay back the same amount you borrowed, more than you borrowed, or less than you borrowed? Why?</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• What city do you live in? What are the names of some other cities?</li> <li>• What state do you live in? What are the names of some other states?</li> <li>• What country do you live in? Tell me the name of some other countries.</li> <li>• What things are different in other parts of the world? How are they different?</li> <li>• Where have you learned about other parts of the world?</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Among your school subjects, where would you rank history in terms of your interest over the years (top, middle, bottom)? Why?</li> <li>• What is history?</li> <li>• Why do we study history?</li> <li>• What do historians do?</li> <li>• What is a primary source? A secondary source?</li> <li>• What do you think the three most historically significant events are in history? Why?</li> <li>• Who are the three most historically significant people in history? Why?</li> <li>• Who are the three most historically significant women in history? Why?</li> <li>• What are the three most historically significant documents in history? Why?</li> <li>• Imagine that you could meet and talk with someone from the past. Who would it be? What questions would you ask them? Why? Because you can't actually do that, how could you find out the answers to your questions?</li> <li>• Have you ever seen a film or TV show, outside of school, on a historical topic? If so, what was it? Did you wonder if it was historically accurate? Did you do anything to check on its accuracy?</li> <li>• Do you ever discuss things that happened before 1975 with your friends? If so, what topics?</li> </ul> <p><b>Government/civics</b></p> <ul style="list-style-type: none"> <li>• Among your school subjects, where would you rank government &amp; civics in terms of your interest over the years (top, middle, bottom)? Why?</li> <li>• Why do we study government and civics?</li> <li>• What is democracy? What other types of government are there?</li> <li>• What are the main features of the American political system? (probe for branches of government, functions of government, etc.)</li> <li>• What are the rights and responsibilities of citizens in our country?</li> <li>• What role does the government play in your everyday life?</li> </ul> <p><b>Curricular content</b></p> <ul style="list-style-type: none"> <li>• When did the American Civil War take place? Who was involved? Why is this event significant?</li> <li>• When did World War I take place? Who was involved in this war? What were the names of the opposing sides? Where was this war fought? When did the United States become involved? Why?</li> <li>• When did World War II take place? Who was involved in this war? What were the names of the opposing sides? Where was this war fought? When did the United States become involved? Why?</li> </ul>

In the essay you will identify three main conclusions you have reached from the interview, support each with the use of specific examples from the interview, and explain three instructional ideas for each of these conclusions. Your conclusions must be generalizations which identify patterns in student's responses, NOT a description of student's responses to every question you asked. Instructional implications must include reference to professional sources other than those assigned in class (professional readings, ERIC resources, appropriate children's literature, web sites, computer software, etc.). (Yes, you can cite assigned materials, but be sure to cite at least one additional source from outside of this syllabus. Your journal response assignment from the social studies journal assignment, above, is fair game.) Since this is an essay, it also must include introductory and concluding paragraphs which identify the essay's main points.

The essay must be typed and double-spaced. Include a cover page with the name of the assignment and your name centered in the middle. Indent each paragraph, and do not use an extra space between paragraphs. Use top, bottom, and right margins of approximately one inch, and a left margin of approximately one and a half inches. Use a standard font, size, and style, a high-quality printer, and a standard weight of paper. Staple the pages of the essay, and do not include a report cover, folder, or plastic sleeve. Citations must be in APA style. The essay should be four to six double spaced pages written in APA format.

	0	1-5	6-7	8-9	10
Conclusions		Conclusions or implications inaccurate or inappropriate	Explanation of conclusions or implications unclear or incomplete	Minimal explanation of conclusions regarding students' knowledge	Clearly explains three or more conclusions gained during the interviews regarding students' knowledge and effects upon classroom teaching
Organization		Essay lacking in organization (no introduction or conclusion or paragraphs not focused on single topics)	Essay includes some organization (introduction and conclusion, paragraphs focused on single topics)	Organized essay (portions not clear - introductory and concluding paragraphs, paragraphs with main ideas and general supporting details)	Effectively organized essay (introductory and concluding paragraphs, paragraphs with main ideas and general supporting details)

Style		Numerous errors (20+) in citation style, spelling, grammar, punctuation, and formatting	Some errors (15-20) in citation style, spelling, grammar, punctuation, and formatting	Few errors (10-15) in citation style, spelling, grammar, punctuation, and formatting	Control of citation style, spelling, grammar, punctuation, and formatting
Instructional Implications (Lesson Ideas)		Attempted but did not identify any appropriate instructional implications	Identified one appropriate instructional implications	Identified two appropriate instructional implications	Clearly identified and described three appropriate instructional implications (lesson plans, web sites, children's literature, etc.) in conjunction with the conclusions
References		Attempted but did not include any references using proper APA format	Included one reference using proper APA format	Included two references using proper APA format	Included a minimum of three references using proper APA format

## Technology products and reflection

Instructional technology has had a disruptive impact on American teaching and learning since the 19th century. In your lifetime, the advent of the Internet and Web 2.0 have changed the way people think and work--but has it impacted social studies education? This assignment aims to (a) develop your familiarity with technology, (b) engage you in applying your technology skills to social studies instruction, and (c) invite you to continue working with technology for social studies education beyond the end of this course.

Create two original technology products appropriate for use during social studies instruction. One product should reflect your current comfort level with using technology, and the other should be a stretch for you: using a new technology, or using a technology you've used before, but in a different way.

Examples of technology products include:

- A poster (see classroom walls for examples)
- An image set ([example](#))
- A handout or worksheet
- A digital movie (between 1 and 5 minutes; see this [example](#))
- A podcast or vodcast (between 1 and 5 minutes; listen to this [example](#))
- A slideware presentation (e.g., Powerpoint or Keynote; see a student-created [example](#) )
- A webquest
- A website
- A wiki (see [example](#))
- A brochure
- An interactive map
- A concept map or graphic organizer
- A Google Earth overlay
- A virtual artifact bag (see [examples](#))
- (etc.)

For further suggestions on technologies to use and purposes for their use, see the Keeler & Langhorst article (2008) available [here](#).

With your technology products, submit a two-page (or longer) paper that explains the products' intended use in the classroom and reflects about the experience of making them. Questions to consider include:

- What instructional purposes or practices would these products serve? What are the intended outcomes?
- For the "current comfort" product, where/when/how did you learn the skills required to assemble it? Did you seek help from anyone? What alternative products might you have chosen to produce?
- For the "stretch" product, where/when/how did you learn the skills required to assemble it? Did you seek help from anyone? Were you working from any previous models or inspiration? What alternative products might you have chosen to produce?
- For each product, is the intended use teacher-centered or student-centered? How might it be re-purposed to be more student-centered? Could it be something that a student might create him- or herself?

The reflection must be typed and double-spaced. Include your name, the course number, the instructor's name, and the date in the upper left of the first page. Indent each paragraph, and do not use an extra space between paragraphs. Use top, bottom, and right margins of approximately one inch, and a left margin of approximately one and a half inches. Use a standard font, size, and style, a high-quality printer, and a standard weight of paper. Staple the pages of the reflection, and do not include a report cover, folder, or plastic sleeve. Any citations must be in APA style. The reflection should be two or more double spaced pages written in APA format.

## Micro-teaching lessons and reflection

An aphorism by Sophocles states, "One must learn by doing the thing; for though you think you know it you have no certainty, until you try it." Teaching is a complex, sticky skill--you can prep it and rehearse it and think it through, but you don't know if your plan is good until you run it with students. Once you try it, you either hear the clicking of concepts falling into place...or crickets. Or you may discover that you wildly underestimated or overestimated the amount of time an activity would take. Or you may discover that your activity is a classroom management nightmare. The true experience of teaching is with K-12 students. But we will approximate this as best we can within our class.

This assignment will take place in two rounds. In the first round, you will use a plan prepared by others (e.g., a plan you located online); in the second round, you will write your own plan.

Both micro-teaching sessions should aim to conduct 15-20 minutes of instruction. Restrictions:

- You may not lecture,
- You may not show a video clip longer than 2 minutes,
- You may not have students using computers the entire time, and
- You are required to do something active with the students: get them out of their seats, have them work with a manipulative, have hands-on use of technology, etc.

Preparing to teach your lesson includes bringing all required materials, setting up (and testing!) any needed instructional technology ahead of time. If you need guidance or would like input from your instructor, do not hesitate to ask.

During your lesson, the other students will role-play age-appropriate students.

Begin your micro-teaching by identifying the grade level and topic and explaining/summarizing the previous instruction the class would have received prior to this 15-minute slice. Then conduct your lesson.

After your lesson is complete, the other students will fill out the "Learner Satisfaction Form" (see below). These forms will be provided to you before you leave class.

At the class following your micro-teaching experience, submit your lesson plan and materials, the Learner Satisfaction forms along with a two-page (or longer) reflection on the experience. Questions to consider include:

- How did you prepare for this? Did you practice? Mentally rehearse? Test-run the activity with friends?
- What were your expectations going in?
- What surprises did you encounter during the lesson? Did anything happen that you failed to anticipate?
- Did the Learner Satisfaction forms contain any surprises for you?
- If you could do the lesson over again, what would you do differently?

The reflection must be typed and double-spaced. Include your name, the course number, the instructor's name, and the date in the upper left of the first page. Indent each paragraph, and do not

use an extra space between paragraphs. Use top, bottom, and right margins of approximately one inch, and a left margin of approximately one and a half inches. Use a standard font, size, and style, a high-quality printer, and a standard weight of paper. Staple the pages of the reflection, and do not include a report cover, folder, or plastic sleeve. Any citations must be in APA style. The reflection should be two or more double spaced pages written in APA format.

The evaluation of this assignment is NOT an assessment of your teaching; if your lesson is a disaster, it still presents a learning opportunity. Learning to teach is a high-stakes activity on its own merits, and penalizing you for making natural, even healthy mistakes is counter-productive. Instead, you will be evaluated on your planning/preparation, documentation, and reflection. For example:

- Did you have all your materials ready to go when required?
- Did you promptly turn in the lesson plan, materials, and reflection?
- Did your lesson conform to the expectations above (e.g., not a lecture, no shorter than 15 minutes)?
- Does your reflection make good use of the experience and the Learner Satisfaction forms?

Note: If your lesson falls apart because you were unprepared or did not rehearse or did not study the relevant content, it will impact your grade. However, the bulk of the points will be drawn from the other elements of the assignment.

Sample LEARNER SATISFACTION form for Micro Teaching activity

Date: \_\_\_\_\_

Name of Responder: \_\_\_\_\_

Name of Presenter: \_\_\_\_\_

1. Evaluating the teacher: For each of the following, please respond with a number, 1-5, where 1 = strongly disagree and 5 = strongly agree
  1. \_\_\_\_\_ Planned the learning activity on interesting material.
  2. \_\_\_\_\_ Included a clear objective or purpose of the learning activity.
  3. \_\_\_\_\_ Kept the learning activity moving.
  4. \_\_\_\_\_ Included a high level of student involvement.
  5. \_\_\_\_\_ Involved a large proportion of the group.
  6. \_\_\_\_\_ Effectively uses one or more strategies described in class.
  7. \_\_\_\_\_ Appeared knowledgeable about the subject area.
  8. \_\_\_\_\_ Presented learning activity in a clear and poised manner.
2. During the lesson how satisfied were you as a learner? (please check one)
  - \_\_\_ very satisfied
  - \_\_\_ satisfied
  - \_\_\_ unsatisfied
  - \_\_\_ very unsatisfied
2. What aspects of the lesson did you most enjoy and benefit from?
3. What could the presenter have done to increase your satisfaction?

## Curriculum map

All content areas are plagued by the concept of "coverage," of getting from one end of the curriculum to the other. Coverage is perhaps a greater concern for social studies teachers than those in other disciplines. If your course is expected to cover everything from Plato to NATO, how are you going to fit it all in?

The short answer is that you are not going to fit it all in. Furthermore, coverage shouldn't be your sole concern--your charge, after all, is to engage students in powerful social studies that is meaningful, relevant, and encourages disciplinary habits of mind. What factual knowledge isn't the enemy of powerful social studies, focusing purely on coverage will, more often than not, lead to mediocre, uninspiring teaching practices.

Complete a chart of a Social Studies course curriculum for an entire semester for a grade level and subject of your choosing. Many public school districts/systems have a defined Social Studies curriculum plan. You are encouraged to examine these materials (many are on-line) and ask experienced teachers for input as you create your plans. You can also use the templates available in Blackboard.

Write a week-by-week outline for a semester (i.e., approximately 20 total weeks) of social studies instruction. Your curriculum map must include the following information:

- Name
- Grade level / topic(s)
- Objectives for the year - what do you want students to understand, know, and be able to do?
- Purpose - what will your purpose be as a teacher for this course? What do you want students to walk away with?
- Unit List - a list, by title or topic, of all the units you will cover during the year. For each unit, provide approximate dates of the duration of each unit. Identify the content to be addressed, relevant PA standards, and methods to be used. List the major assessment for each unit.

To help structure your task, please choose from among the options described below. Option 1 is the least challenging, and adequate assignments that follow this option should expect to receive a grade of C or B. Exemplary work can still receive an A. Option 2 is more challenging, and acceptable assignments that following this option should expect to receive a grade of B or A.

### Option 1

The most mechanical, coverage-driven means to write a curriculum map is to take a district-endorsed textbook and chop it up, week by week. If you can lay your hands on the full publisher's kit (teacher's manual, workbooks, presentation files, assessment items), you can add these pieces into your map with relatively little effort.

This option is provided because, (a) some members of the class may be at the beginning of their study of teaching and learning, and this might be the only way they can conceptualize this process, (b) some districts will happily accept a textbook-centric approach to curriculum planning, and (c) it establishes a contrast for more ambitious curriculum planning (see Option 2).

### Option 2

A more ambitious curriculum plan, and one that can rise to the challenge of teaching powerful social studies, is one that does not rely upon a textbook but consults many sources to create a sustained exploration of powerful themes. A textbook (or several textbooks) may be used, but students will also work with primary source materials,

conduct inquiries into data sets, and create their own accounts and interpretations in addition to others'.

This option usually requires a more experienced, skilled teacher, one who is comfortable with the content being addressed, familiar with a wide variety of materials (textbooks, online sources, simulations or games, etc.), experienced with certain tried-and-true techniques (such as the deconstruction of selected Wikipedia entries), and confident in his or her ability to balance the demands of coverage against the challenges of powerful social studies. While you are not yet one of these veteran teachers, you will more rapidly develop your skills by making your best effort at approximating their work.

Finally, write a two-page commentary that specifies which option you attempted, describes the process you went through in designing your curriculum map, and identifies your feelings about the final product. How satisfied are you with your map? In what ways did you struggle with coverage versus engaging students in powerful social studies? What did you leave out (or include) but aren't happy about? This commentary must be typed and double-spaced. Include your name, the course number, the instructor's name, and the date in the upper left of the first page. Indent each paragraph, and do not use an extra space between paragraphs. Use top, bottom, and right margins of approximately one inch, and a left margin of approximately one and a half inches. Use a standard font, size, and style, a high-quality printer, and a standard weight of paper. Staple the pages of the reflection, and do not include a report cover, folder, or plastic sleeve. Any citations must be in APA style. The reflection should be two or more double spaced pages written in APA format.

This task can be completed in groups (no larger than three) of your own choosing. All group members will receive the same grade.

## Unit plan

To an extent, unit planning is more satisfying than lesson planning. While each lesson must have a beginning and a middle, and an end, it often feels incomplete--each lesson is only a piece of a larger whole. The unit plan is that larger whole. True, a unit may extend themes developed earlier or develop skills to be used in subsequent instruction, but it has greater integrity; it can stand alone.

Your task is to develop, either individually or in pairs, a curriculum-based unit that forms part of a course of your choosing. The total unit should comprise of 5 or more lesson plans and one end-of-the-unit assessment, and it must demonstrate a variety of pedagogical strategies.

Ideally, your unit plan is a subset of your curriculum map: From your curriculum map, you have selected a unit (or an internally-consistent section of a unit) and are developing the plans for each lesson. You should select a topic that is interesting and that you are likely to teach.

You will submit this assignment in two phases: an outline and the full unit plan. You will use feedback given based on your outline to develop the full, final draft. Please specify the grade level that you are teaching, assume that you have a heterogeneous classroom of about 20-25 students, and assume that you have access to technology and photocopying. Make sure you specify the Pennsylvania Standards to which you are teaching the unit. Choose any topic that fits within these standards. You may organize your unit chronologically or thematically.

Among your five lesson plans,

- No more than one can be predominantly lecture,
- Any use of lecture must include a note-taking strategy,
- At least one must focus on inquiry, and
- At least one must involve students' hands-on use of technology.
- The last lesson must include a review or preparation for the final assessment.
- You must include not only summative, but formative assessments.

### Stage 1: Unit plan outline

You will submit a Unit Plan Outline early in the semester. The purpose of this outline is to help you conceptualize the order and organization of your lessons.

This outline will include the following:

- The title of the unit.
- The Pennsylvania standards addressed.
- A description of the essential question or main idea(s) the unit addresses.
- The objectives for the unit.
- A day-by-day outline of your unit (the 5 or more lessons).
- An explanation of the connection between lessons (one brief paragraph for each lesson).
- A description your end-of-unit assessment.

The outline will not be graded, but feedback will be offered.

### Stage 2: Full unit plan

Use the feedback on your unit plan outline to refine your design. Then develop the full unit plan, including the following:

- Cover page: Write the name of the unit topic on the cover page, along with the grade level(s) and your name(s).
- Overview: Include a 2-3 paragraph overview of your unit that provides a rationale for the unit,

the unit objectives and/or essential question, and the Pennsylvania standards to which your unit is tied. Include the unit outline in this section.

- Lessons: Include at least 5 lessons students will take part in over the course of the unit. Each individual lesson in the unit should be about 2-3 pages and should follow an approved lesson format (see the Nexus TLT site in Blackboard). Each lesson will include copies of all relevant materials and a copy of any/all assessments.
- Assessment: You must develop and include an end-of-the-unit assessment. Provide a copy of this assessment along with a paragraph explaining how this assessment allows you to measure whether you have met your unit objectives.
- An extensive bibliography at the end of each lesson that lists all the sources that you consulted in planning the lesson and all sources that your students will use when you teach the unit. This includes on-line resources and on-line lesson plans that may have provided you with ideas for your lesson.

The unit plan will be assessed on:

- Evidence of high student involvement in each lesson and student engagement in appropriate inquiry-based activities for the discipline you are teaching.
- Evidence that you used a wide variety of primary and secondary sources in your lessons appropriate to the discipline you are teaching.
- Evidence that you used instructional strategies presented in the course readings.
- Clarity of thought and organization of unit plan, evidence that the unit "holds together" well; that is, your lessons logically follow one another and develop rationally. (You may wish to start/end each lesson with a review that helps you tie the lessons together and connects them clearly to your unit.)
- Meaningful review as a component of the final lesson that encourages recall of essential ideas and encourages higher-order thinking.
- An assessment that measures student learning and addresses the unit objectives. Be sure to address, in a paragraph, how your assessment measures whether you have achieved your unit objectives.
- Evidence of creativity and challenge in your lesson ideas
- Attention to proper punctuation, grammar, syntax, and spelling.
- Evidence that care and thought have gone into your work - presentation of the unit factors into this.

## Curriculum binder

One of a social studies teacher's most prized possessions is his or her curriculum binder. These are built up over the years, packed with materials, notes, lesson plans, resources, sample student work, and so forth. From such a binder, a knowledgeable teacher can build up a full year of rich, engaging social studies instruction. A highly professional and reflective teacher will augment or modify the binder throughout the course of the year as a dynamic example of his/her evolving practice.

You will select one curriculum framework

- expanding environments (family & self, neighborhood & community, state, region, etc.)
- disciplinary (history, geography, economics, civics/government)
- universal fundamentals (food, shelter, religion, family, etc.) or other format

You will then select one grade range: early elementary (K-3), middle (2-5), or upper elementary (3-6)

You will then develop a binder organized for this task, populating it with resources commensurate with your status as a developing social studies teacher. You will include relevant standards (e.g., those of the Pennsylvania Department of Education or National Council for the Social Studies), lesson plans, activity ideas, articles, and so forth. Your work from this class will appear in this binder (e.g., your unit plan and curriculum map), and please incorporate materials beyond those directly assigned (e.g., relevant articles from the popular press).

Your binder will be graded based on the clarity of organization (I can clearly see and recognize the divisions), thoroughness of resources (every section has something), and quality of resources (more activities and self-created work than print-outs of lesson plans or online references). **The binder is NOT graded on quantity.**

Finally, write a two-page commentary that (a) specifies the curricular framework and grade range, (b) describes the process you went through in assembling this binder, and (c) identifies your feelings about the final product. How satisfied are you with your binder? Which areas do you feel most prepared to teach? Least prepared? What resources were especially helpful to you as you assembled this binder? This commentary must be typed and double-spaced. Include your name, the course number, the instructor's name, and the date in the upper left of the first page. Indent each paragraph, and do not use an extra space between paragraphs. Use top, bottom, and right margins of approximately one inch, and a left margin of approximately one and a half inches. Use a standard font, size, and style, a high-quality printer, and a standard weight of paper. Staple the pages of the reflection, and do not include a report cover, folder, or plastic sleeve. Any citations must be in APA style. The reflection should be two or more double spaced pages written in APA format.

Note: The term "binder" is strictly a matter of convenience. You may complete this assignment in any format that you find useful: A website, wiki, CD-ROM, and so on.