**PSU Graduate School of Education**

***Preparing professionals to meet our diverse communities’ lifelong educational needs.***

**Beginning Secondary Methods: Social Studies**

**ITP 527-001 CRN 15929 Thursday 4:30-8:30 UTS 310**

**Course Syllabus for Fall, 2014**

**Dr. Gayle Y. Thieman**

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My Wiki: http://[gtpdx.wikispaces.com](http://www.gtpdx.wikispaces.com) Class Wiki: <http://psu14ssmethods.wikispaces.com>

Office Hours: GSE 608A Tues. 3:30-5:00 Thurs. 10:30-12:30 by appointment

The GTEP Secretary, Mark Wallace can be reached at [mwal@pdx.edu](mailto:mwal@pdx.edu) My mailing address is PO Box 751, Graduate School of Education 608A, Portland, OR 97207. Please call or email me directly to schedule an appointment.

# *Students needing an accommodation pursuant to federal, state or institutional education regulations should immediately inform the course instructors. Students with conditions affecting their abilities will be referred to the Disability Resource Center (503 725-4150, TTY or Relay 503 725-4178) to document their disability. That office will provide appropriate support and services as needed. I will work with you to arrange the supports you may need in this class*.

**Catalogue Description**

Issues and methods in selecting and organizing materials including digital resources for instruction in middle level and high school social studies education. Examines a variety of professional resources available to support learning. Introduces research-based instructional practices and lesson/unit planning. Situates teaching, learning, and assessment within the context of state and national standards.

**Graduate School of Education Conceptual Framework**

Prepare teacher candidates to provide leadership in:



**Class Format**

Class sessions will be varied and may include lecture, discussions, DVD and/or special presentations, cooperative learning groups, reflective writing, guest speakers, field trips, professional conferences and collaboration, and Web 2.0 technology tools.

**Essential Questions**

* What does it mean to teach for understanding in social studies using authentic instruction and assessment?
* How can I develop technology enriched learning activities to meet the diverse needs and interests of students and engage them in active citizenship?

**Course Texts and Materials Note: texts will be used for ITP 527 and winter/spring classes**

National Council for Social Studies. *Social Education* (Subscription for pre-service teachers) REQUIRED

McTighe, J. & Wiggins, G. (2013) *Essential questions: Opening doors to student understanding*. Alexandria, VA: Association for Supervision and Curriculum Development.

LIBRARY ONLINE ACCESS <http://search.library.pdx.edu/PSU:CP71120121600001451>

Click “View Online” Click “View Full Text” Log into ODIN Click arrow: Read Online Available

National Council for Social Studies. (2010*). National curriculum standards for social studies: A framework for teaching, learning, and assessment. Bulletin 111.* Washington, D.C.: NCSS.

(one copy on reserve in MISL (3rd floor GSE) and one copy on reserve at PSU Library)

Heafner, T. & Massey, D. (2012). *Targeted vocabulary strategies for secondary social studies.* Culver City, CA: Social Studies School Service.

(We will jigsaw read this text over three terms, and I have permission to reproduce for classroom use.)

Additional materials on my instructor wiki: <http://www.gtpdx.wikispaces.com> and class wiki: <http://www.psu14ssmethods.wikispaces.com>

**Course Objectives, Standards, and Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| Course Objectives | GSE Conceptual Framework | TSPC Standards | Assessment |
| Become familiar with and critique current secondary social studies curricular reforms and standards upheld by the professional social studies education community | 2.1, 2.2 | (2a) Content Knowledge  INTASC 4a, 4 j, 4n, 4o | lesson and assessment analysis |
| Develop dispositions and teaching abilities to provide powerful social studies learning and critical thinking opportunities for all learners‑across races, ethnic groups, social classes, genders. | 1.1, 1.2, 3.1 | (2b) Application of Content  INTASC 5h, 5m  (3c) Instructional Strategies  INTASC 8f , 8k | Lesson study and unit plan lessons  Readings |
| Promote K-12 students' construction of connections within the social studies; between the social studies and other subjects; and between themselves and the world beyond the classroom. | 2.2, 3.1 | (2b) Application of Content  INTASC 5i, 5j, 5p, 5q | unit plan lessons  Readings |
| Design and select social studies tasks which take into account students' backgrounds and experience, which engage those students' interests and intellect, and which consider social studies standards (national and state), authentic instruction and assessment practices. | 1.1, 1.2, 2.1, 2.2, 4.1 | (2a) Content Knowledge  INTASC 4f  (3a) Assessment  INTASC 6b, 6e, 6k, 6r  (3b) Planning for Instruction  INTASC 7 a, 7b, 7g  (3c) Instructional Strategies  INTASC 8l | unit plan lessons with differentiation strategies and appropriate assessment  Readings |
| Investigate and critique the use of new technologies in social studies instruction, including Web 2.0 | 3.2 | (2b) Application of Content  INTASC 5c, 5l  (3b) Planning for Instruction:  INTASC 7k  (3c) Instructional Strategies  INTASC 8n | technology analysis and unit plan lesson  Readings |
| Participate in Lesson Study, professional networks and conferences to develop content knowledge and skills in social sciences | 2.2 | TSPC 4a  INTASC 9a | Lesson Study Partner Teaching,  Conference or workshop/reflection attendance, Civic Education project/log |

**Teaching Standards and Practices Commission (TSPC) Teaching Standards** addressed in this course:

(2a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC\* Standard #4]

(2b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues. INTASC #5)

(3a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. [InTASC Standard #6]

(3b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

(3c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]

\***Interstate Teacher Assessment Support Consortium:**

<http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html>

**Evaluation** It is very important to establish habits of punctuality and stay on top of your multiple responsibilities. **All work is due at the start of class on the assigned dates** unless prior arrangement is made with the instructor**.** Late assignments will receive a deduction of 10% or more per week.If you are having difficulties that prevent you from turning in something on time, **it is the candidate’s responsibility to contact the instructor about it prior to the due date.** Incompletes will be considered only if you have conferred with your instructor about your special circumstances prior to exam week and you have met the eligibility criteria for an incomplete. You are responsible for ensuring that all assignments are turned in by Thursday December 11.

**Criteria for Assessment‑Class Projects and Written Work**

1. Clarity, conciseness, and completeness.

* You address assignment/ activity guidelines and expectations.
* Your thesis and main points are clear, well‑organized, and well‑supported with
* examples, descriptive details, explanations, and evidence from readings or
* observations.

2. Insightful reflection about and critique of topic/situations.

3. Authenticity and conviction. Your own voice, experience, and expertise come through!

4. Effective and appropriate use of language conventions to communicate with

audience/reader.

5. Professional and ethical use of source material. You include in‑text citations for quoted material and a complete list of references at the end of your project.

**Assignments/Expectations Due This Term**

**CLASS PARTICIPATION**  **10%**

My expectation is that you come to class on time prepared to participate fully, support one another as a community of learners, challenge yourselves, and complete your assignments to the BEST of your ability. I expect students to attend every class during this session. In case of an emergency, you should contact Dr. Thieman PRIOR to the class regarding your absence. Your grade will be based on a combination of active class participation, completion of all assignments and readings on time, demonstration of honest engagement with the issues and readings discussed in class, and professional demeanor. Participation credit also includes field study experiences. **Unexcused absences and excessive tardies will negatively affect your grade.**

**ATTEND A PROFESSIONAL SOCIAL STUDIES CONFERENCE Due Oct 9**  **10%**

Attend the Oregon Council for Social Studies Fall conference (or equivalent) on **Saturday** **October 4 (8:15-3:00)** at Concordia University. Conference registration link is: <http://oregonsocialstudies.org> Register as a STUDENT MEMBER but pay only $20. I will pay the remaining $15 of the OCSS conference registration for your participation. Write a 1 page summary of the session(s) that you found most interesting and explain how what you learned will affect your teaching practice. Upload your reflection within a week of attending the conference to your personal page on the class wiki:

<http://psu14ssmethods.wikispaces.com>

**PARTICIPATE IN A CIVIC EDUCATION PROJECT Due Nov 6 and Dec. 4 10%**

Select from the following list of civic education projects or suggest another and get instructor approval by Oct. 9. Log at least 10 hours during fall term working with K-12 students on a civic education project. This does NOT have to be at your field placement although it could be if your CT is involved in one of these projects or something similar. Examples include: Mock Trial Team Preparation; We the People Constitution Team Preparation; Project Citizen Team; National History Day; Model UN; Oregon Student Mock Election . See Instructor wiki for details. This project continues winter and spring term.

Post the log to your personal page on the class wiki.

**READING RESPONSES: 18%**

**Read McTighe and Wiggins ch. 1 and 2.** **Due Oct 9**

Upload your response to your personal page on the social studies wiki:

1. Choose a social studies unit topic and develop an Essential Question (for practice) that meets the criteria on pp 3 and 5-7. This could be the topic for the mini-unit project for ITP 527
2. How do overarching essential questions and topical essential questions differ?
3. How does the EQ you wrote for question 1 provide transparency for students and encourage/model metacognition?

**Targeted Vocabulary Building for Secondary Social Studies Due Oct 9, Nov. 6, Nov. 20**

Three times during fall term you will be assigned a literacy strategy from the class text by Heafner and Massey. Read the handout and be prepared to demonstrate the strategy (group jigsaw). Outline the strategy on a 4X6 card INCLUDING how you could use it at your field placement.

**Read McTighe and Wiggins ch. 3.** **Due Oct 23**

Upload your response to your personal page on the social studies wiki:

1. Review the EQ you wrote for practice in previous assignment. Revise if necessary to fit the topic for the Mini-Unit. Create a chart which shows the EQ, the relevant curriculum standards, key concept(s) or understandings, and the related topical question. As you do this you may revise your EQ again.

***Social Education* articles on technology** in NCSS archives online **Due Nov. 13**

Read the article selected in a previous class and write a one page analysis. How is this technology used as a “tool for learning”? Discuss the article and the technology with your mentor teacher in your practicum. How might you incorporate this technology into your teaching? What are the challenges and needed supports for you to do this successfully?

**LessoN STUDY PARTNER TEACHING Due 10/23, 10/30, 11/6, 11/13 10%**

With a partner collaboratively plan and present to the class a sample lesson/teaching strategy that exemplifies authentic instruction. Make clear in an introductory oral statement the students for whom this lesson is designed, which national and/or state standards this lesson addresses, and the lesson objective(s). Complete the GTEP Lesson Plan Template and post it to your personal page on the social studies wiki

Plan on a 25 minute demonstration which engages your classmates as you would involve your students in middle/high school. This will probably only be a portion of the more fully developed lesson plan you hand in. Actively teach the lesson, don't just talk about it. Both members of the team should share equally in the presentation. This lesson does NOT need to fit within the mini unit you are individually developing. This will be an introduction to the Lesson Study method we will continue in winter and spring terms

**OBSERVATION ANALYSES 12%**

**Lesson Analysis 1** (2 pages) **Due Oct. 16**

Summarize a social studies lesson you observe at your practicum site OR find a social studies lesson plan online in *Social Education archives*  (Reference issue publication year, month, and pages) Then analyze the extent to which the lesson did or did not address *Common Core State Standards (Oregon) for Literacy in History/Social Studies*. Specifically reference the principles as you analyze specific examples from the lesson. How might you revise the lesson?

**Lesson Analysis 24)** (2 pages ) **Due Oct. 23**

Observe a social studies lesson and summarize it OR find a social studies lesson plan online in *Social Education* *archives*  (Reference issue publication year, month, and pages). Analyze the lesson, commenting on the degree to which the lesson did or did not exemplify authentic instruction (using the PASS and Newmann's components of authentic instruction). How might you modify the lesson to incorporate more elements of authentic instruction?

**Assessment Analysis** (2 pages)  **Due Oct. 30**

Choose a performance assessment task for which you can obtain a copy from your classroom teacher or online in *Social Education archives*  (Reference issue publication year, month, and pages). Attach the assessment task to your paper. Analyze the extent to which the assessment did or did not exemplify authentic assessment (using the PASS and Newmann's components of authentic assessment and student performance). How might you modify the assessment to incorporate more elements of authentic assessment?

**Assessment Plan and Data Analysis Due 10/16, 10/30, 11/13, 11/28 10%**

* Develop a pre and post assessment with your cooperating teacher on any topic or skill that you can help implement this fall. It does NOT need to be part of the unit plan you are developing for our class. It should include the actual questions or prompts students will answer. Post to your personal page on class wiki. Due Oct. 16.
* Help your CT collect pre-assessment data with one class. This should occur no later than Oct 30. Be prepared to informally share findings from the pre-assessment in class and what you learned from the data that will inform the lessons that follow.
* Observe or co-teach the lessons with your CT.
* Collect post assessment data on the same content/skills you assessed originally. Be sure you keep records of each individual student’s name and pre and post assessment scores so you can calculate learning gains. Post to your personal page on class wiki. Due no later than Nov. 13
* Bring the data to class on 11/13 to use for learning data analysis techniques, including Excel spreadsheet and reflections. You will learn to create an Excel spreadsheet showing each students’ pre and post test scores and learning gains. You will also analyze learning gains for the entire class and for two sub-groups. Post to your personal page on class wiki.
* Write an analysis that represents the whole class’s performance and learning gains, individual students’ performance and learning gains, and disaggregated group’s performance and learning gains. Post to your personal page on class wiki. Due 11/28

F**INAL PROJECT: MINI UNIT** **Due Dec. 11**  **20%**

The goal of the final project is for you to create a **FOUR** lesson mini‑unit will which will be useful to you, which appropriately incorporates elements of national and state standards, and demonstrates your understanding of authentic instruction and assessment. The project should incorporate new applications of technology as well as literacy and differentiation strategies. This mini unit should include ALL the revisions of previous draft work submitted on the due dates.

The Mini‑Unit plan should include:

* Topic and Course within which this unit fits **(draft due Oct. 9)**
* Demographic description of students for whom the lesson is designed including gender, race, ethnicity, special needs learners **(draft due Oct. 16)**
* Unit Curriculum Framing Questions **(draft due Oct. 16)**
* Common Core Standards for Literacy in History/Social Studies and ODE social studies standards which apply **(draft due Oct. 16)**
* Unit concept map **(draft due Oct. 30)**
* Unit Goals and objectives including language objective **(with lesson plans)**
* Four lessons plans that carry out the unit goals **(draft lessons due Nov. 6, Nov. 20, Nov. 28, Dec 4)**

Written plan for each lesson is well developed and clearly lays out objectives, procedures,

materials, activities, and assessment. Lesson plans and mini- unit take into account students' backgrounds

and experiences. Lesson plans demonstrate authentic instruction and literacy strategies. At least one lesson

should incorporate technology.

* Performance assessment which clearly relates to your stated goals and objectives and which demonstrates an authentic assessment strategy including scoring criteria **(draft due Nov. 13)**

**Note:** You will submit drafts of your unit plan throughout the term. The grade will be based on the final revision you turn in and will be scored with a rubric. It is very important that you submit the drafts on the expected dates for feedback. **Submitting the drafts on time is 5% of the course grade**. Submit ALL elements of the mini unit, and be sure you have made revisions incorporating feedback from the drafts.

**Course Policies**

**Classroom Demeanor and Courtesy**

Teacher candidates will be challenged to think critically about the impact of cultural differences, which may include gender, race, socioeconomic status, physical and cognitive ability, sexuality and other forms of diversity. Candidates are encouraged to actively participate in these discussions by asking difficult questions and sharing comments. Because candidates may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others.  Candidates are expected to show respect and courtesy for all members of this class at all times. Please use people first language when talking or writing about individuals with disabilities.

**Diversity**

Teacher candidates will be challenged to think critically about the impact of cultural differences, which may include gender, race, socioeconomic status, physical and cognitive ability, sexuality and other forms of diversity. Teacher candidates are encouraged to actively participate in these discussions by asking difficult questions and sharing comments. Because students may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others. Teacher candidates are expected to show respect and courtesy for all members of this class at all times. Please use people first language when talking or writing about individuals with disabilities.

**Attendance**

Participation is a critical component of this course, and teacher candidates are expected to attend all classes and fieldwork associated with the course. Candidates are expected make every attempt to be in class on time and to honor the importance of making good use of class time. If an absence is unavoidable, it is the candidate's responsibility to contact the instructor before the absence by email, text, or phone call. It is also the candidate’s responsibility to arrange for any missing work as a result of unexpected absences.  It is recommended that candidates identify other members in the class that they can use as a resource for class notes and assignments in the event of an absence.

**Grading Scale**

A 94-100 points

A- 91-93 points

B+ 89-90 points

B 84-88 point

B- 80-83 points

[Less than 80 points is below-graduate standard and indicates unsatisfactory performance in the course. Courses graded ‘C’ or below may not be used to satisfy Masters degree requirements.]

C 70-79 points

D 60-69 points

F <60 points

**Incompletes (per PSU Bulletin, 2012-2013, p.63-64):**

A student may be assigned a mark of ‘Incomplete’ by an instructor when all of the following four criteria apply:

* Quality of work in the course up to that point is C- level or above.
* Essential work remains to be done. “Essential” means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
* Reasons for assigning an I must be acceptable to the instructor. The student does not have the right to demand an ‘I’. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation.
* Consultation must have occurred and a formal agreement must be reached between instructor and student. A written record of the remaining work and its completion date should be kept by both instructor and student\*. The instructor may specify the highest grade that may be earned. This should not exceed the level of achievement displayed during the normal course period.
* The deadline for completion of an Incomplete can be no longer than one year. The instructor may set a shorter deadline which shall be binding.

\*GTEP requires a teacher candidate and instructor to jointly complete and sign a“[Criteria and Guidelines for Assigning an Incomplete Grade](http://www.pdx.edu/sites/www.pdx.edu.ci/files/Incomplete%20grade.pdf)” form.

**Academic Integrity and Student Conduct**

Proscribed Conduct by Portland State University (Per PSU Student Conduct Code #577-031-0136). (See [http](http://www.pdx.edu/media/g/s/gse_handbook_student_conduct.pdf)://www.pdx.edu/media/g/s/gse\_handbook\_student\_conduct.pdf for the Student Conduct Code.)

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

**Weather Conditions**

If you are concerned about unsafe road conditions, please use your best judgment. Listen to the radio or check the PSU website ([www.pdx.edu](http://www.pdx.edu)) for university closings.

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| --- | --- | --- |
| **Date** | **Topics** | **Assignments Due Beginning of Class** |
| **10/2** | **Powerful Social Studies Teaching & Curriculum**   * Introduction & review syllabus * NCSS subscription & materials; OCSS conference registration * Review Civic Education Project * Review Pre-Post Assessment * NCSS Powerful Teaching & Learning and C3 Framework for Social Studies * Cross-Walk Activity: Common Core State Standards/Social Studies & ODE standards * Tech Activity: Intel Seeing Reason * Select partners for Lesson Study * Accept invitation to class wiki and post an introduction on personal page: <http://psu14ssmethods.wikispaces.com> | * Review ODE social studies curriculum standards online (Adopted Aug 2011) <http://www.ode.state.or.us/search/page/?id=1802> * Review Common Core State Standards (CCSS) for ELA/Literacy in Social Studies online at <http://www.ode.state.or.us/search/page/?id=3350> * Print a copy or download to your iPad and bring to class pdf for grades 6-8, 9-10, 11-12. Be prepared to participate in jigsaw discussion. * Download free Intel Visual Ranking app for iPad: |
| **10/9** | **Social Studies Unit Planning**   * OCSS conference highlights * Lesson Demonstration: Great Depression * Connection of EQ, Curriculum Standards, Unit Goals, Objectives * Concept Maps * Elements of Lesson Design & Rubric including goals and objectives * Teaching SS Vocabulary Presentation and Jigsaw activity * Lesson Study Partners begin planning | * **Choose topic and course for Mini Unit** Upload to personal page on class wiki * Read McTighe & Wiggins ch 1 & 2. Reading response directions on syllabus p. 5 Upload to personal page on class wiki * Read assigned literacy strategy in Heafner & Massey. Outline notes on 4X6 card including how you could use with your K-12 students * Conference Reflection Paper see directions on syllabus p. 4 Upload to personal page on class wiki |
| **10/16** | **Authentic Instruction**   * Lesson ideas related to NCSS Curriculum Standards * PASS criteria Authentic Instruction Analyze instruction in teaching vignettes * Developing Lesson: Learning Goals & Objectives related to Curriculum Standards * Share pre-post assessment plan * Lesson Study Partners begin planning | * Lesson Analysis 1 of curriculum standards taught in lesson (see syllabus p. 5) Upload to social studies wiki * **Mini Unit Draft** Upload to class wiki wiki   --Demographic description of students for whom the lesson is designed including gender, race, ethnicity, special needs learners  --Curriculum Framing Questions  --Oregon standards and Common Core standards which apply to CFQ’s   * Pre-Post Assessment Plan developed with CT See syllabus p. 6 for instructions. Post to your personal page on class wiki |
| **10/23** | **Effective Instructional Strategies for Social Studies Classrooms**   * Simulations * Project-Based Learning * Digital Tools * Lesson Study Presentation Team 1 | * McTighe and Wiggins ch. 3. Reading response directions on syllabus p. 5. Upload to personal page on class wiki * Lesson Analysis 2 of authentic instruction used in lesson (see syllabus p. 5) Upload to personal page on class wiki * Lesson Study Presentation Team 1 (see syllabus p. 5) Upload lesson plan & support materials to class wiki |
| **10/30** | **Authentic Assessment**   * PASS criteria of authentic assessment * Analyze assessments * Evaluate concept map & CFQs with partner * Lesson Study Presentation Team 2 | * Analyze Performance Assessment (see syllabus p. 6) Upload to social studies wiki * **Mini Unit Concept Map showing relationships of CFQ’s, standards, lesson topics Upload to social studies wiki Upload to social studies wiki** * Lesson Study Presentation Team 2 (see syllabus p. 5) Upload lesson plan & support materials to class wiki * Pre Assessment Data collected with CT See syllabus p. 6 for instructions. Post to your personal page on class wiki |
| **11/6** | **Literacy Strategies/Research in Social Studies**   * Literacy Strategies * Teaching SS Vocabulary Jigsaw activity * Share Civic Education Projects * Lesson Study Presentation Team 3 * Peer evaluate Lesson Plan 1 | * **Draft lesson plan 1 for mini unit** that incorporates authentic instructional strategies Upload to personal page on class wiki * Read assigned literacy strategy in Heafner & Massey. Outline notes on 4X6 card including how you could use with your K-12 students * Civic Education Log (see syllabus p. 4) Upload to personal page on class wiki * Lesson Study Presentation Team 3 (see syllabus p. 5) Upload lesson plan & support materials to class wiki |
| **11/13** | **Technology applications in social studies**   * Demo: Promoting Inquiry (webquests) * Share technology applications * Lesson Study Presentation Team 4 * Data Analysis—Pre-Post Assessment | * **Draft assessment plan for mini unit that incorporates principles of authentic assessment** Upload to personal page * Read *Social Education* articles on digital tools for students. (see syllabus p. 5) Upload to personal page on class wiki * Upload post assessment data collected with CT (or bring to class) CT See syllabus p. 6 for instructions. * Lesson Study Presentation Team 4 (see syllabus p. 5) Upload lesson plan & support materials to class wiki |
| **11/20** | **ON LINE CLASS**   * Teaching SS Vocabulary Jigsaw activity * Peer Evaluate Lesson Plan 2 using Scoring Guide | * **Draft lesson plan 2 for mini unit that incorporates literacy strategies.** Upload the lesson plan to personal page on class wiki |
| **11/27** | **NO CLASS Thanksgiving** | **DUE 11/28**   * **Draft lesson plan 3 for mini unit that incorporates digital tools for student learning.** Upload the lesson plan to personal page on class wiki      * Upload final pre/post assessment spreadsheet and analysis of student learning gains. (see syllabs p. 6) |
| **12/4** | **Differentiation Strategies**   * Review social studies specific differentiation strategies and strategies from ITP 514 * Share lesson plans with partner * Share Civic Education Projects | * **Draft lesson plan 4 for mini unit that incorporates differentiation strategies for diverse learners.** Upload the lesson plan to personal page on class wiki * Civic Education Log (see syllabus p. 4) Upload to personal page on class wiki |
| **12/12** | * **Presentation of Mini Units**   Prepare a 20 minute presentation about your mini unit. Share a highlight of the plan or a specific teaching strategy and engage your audience   * Course Evaluations | * **Final Mini Unit** (See syllabus p. 6 for details.) |

ITP 527 Unit Scoring Guide

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Rating  Indicator | Unsatisfactory | Emerging | Proficient |
| Concept Map Shows Aligned CFQs, Stand-ards,Topics | Concept map is missing or is not clearly linked to the Essential and Unit Questions, Curriculum Standards and lesson topics | Concept map linkages between Essential and Unit questions, Curriculum Standards and lesson topics needs some clarification | Concept map clearly communicates Essential Question, Unit questions, Curriculum Standards and lesson topics |
| Alignment of CFQs with Learning Goals & Objectives | Few lessons have clear learning objectives. Few lessons, learning activities are explicitly linked to CFQ’s, unit goals, & standards | Most lessons have clearly articulated objectives and are linked to, CFQ’s, unit goals and curriculum standards | All lessons have clearly articulated objectives and are explicitly linked to CFQs, unit goals and curriculum standards. |
| Lesson Plan Components | Lessons are poorly developed and many of the components are missing | Lessons are complete, but some procedures may be unclear, or lessons are missing some components | Lessons are well developed and include specific procedures, teacher created materials, detailed activities, assessment--show what the teacher and students are doing |
| Teaching Procedures | The lessons within the unit are not logically organized.  There is little variety of instructional strategies | Lessons have some logical organization with some variety in activities and resources, though not extensive. | Lessons are logically organized Variety of activities, assignments, and/or resources make a clear contribution to learning. |
| Higher order thinking | No evidence of higher order thinking. Students do not compare, contrast, predict, or make hypotheses, set goals, or reflect on learning | There is some evidence that students are engaged in higher order thinking and constructing knowledge and understanding | Students organize information, hypothesize, consider alternatives, set goals, plan strategies, experiment, evaluate and/or reflect on learning |
| Disciplinary knowledge & skills | Emphasis is on coverage rather than indepth understanding. Students do not use tools or processes of discipline | Students are beginning to use tools/processes of subject matter. Some topics studied in depth | Students use tools and processes of social scientists. Lessons focus on in depth understanding of core content |
| Oral/written communication | Students do not participate in class discussions. Students do not work collaboratively. Little or no original writing | Class discussions are teacher led. Some group work. Few substantive or reflective writing assignments | Students work collaboratively, develop multiple perspectives, engage in substantive oral & written communication |
| Connection to real world | No connection to real world problems or students’ lives | Some connection of subject or activities to real world problems and/or students’ lives | Students work on real world tasks, problem solve, share with audience |
| Assessments | Minimal assessment of content or skills and little relation to EQ. Students do not construct or organize information. Superficial selected response | Some assessments relate to the EQ and require higher order thinking and use of content and skills. Information is organized with some written or oral communication. | Assessment requires in-depth knowledge, application of skills, higher order thinking, related to EQ. Information is clearly organized with substantial written/oral communication |
|  | Directions & scoring criteria may be poorly written and/or unclear. | Directions, procedures, and scoring criteria are clear | Directions are clearly written with specific scoring criteria Rubrics are used appropriately. |
| Use of Technology | Technology is inappropriately used OR not used. | Teacher uses technology to support instruction & learning | Students use technology to collaborate and/or communicate |
| Attention to Literacy | The unit does not address literacy or only in a very indirect way. Lessons include no explicit teaching of literacy skills. | The unit includes literacy skills appropriate to students’ needs or attempts to integrate literacy with content |  |
| Class Context Accommodations | Minimal student class context and/or minimal accommodations | Specific strategies detailed in lesson plans based on class context |  |