**PSU Graduate School of Education**

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

**Beginning Secondary Methods: Social Studies**

**ITP 527-001 CRN 11719 Thursday 4:30-8:30 UTS 310**

**Course Syllabus for Fall, 2015**

**Dr. Gayle Y. Thieman**

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My Wiki: http://[gtpdx.wikispaces.com](http://www.gtpdx.wikispaces.com) ITP 527 Google Drive Folder: Student Assignments

Office Hours: FAB 290 E by appt Mon: 3:00-5:00; Wed: 4:00-6:00 & as needed

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 fall/winter/spring classes**

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

Epstein, Shira E., (2014). Teaching civic literacy projects: Student engagement with social problems. New York, NY: Teachers College Press 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.

(copies will be placed on reserve)

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>

**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 edTPA 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 | edTPA 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 | edTPA 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 edTPA 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 10.**

**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** **15%**

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 8 or one week after conference you attend**  **10%**

Attend the Oregon Council for Social Studies Fall conference (or equivalent) on **Saturday** **October 3 (8:15-3:00)** at Concordia University. Conference registration link is: <http://oregonsocialstudies.org> Register as a STUDENT MEMBER ($25). 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 summary within a week of attending the conference to your ITP 527 Student Google Folder

**PARTICIPATE IN A CIVIC EDUCATION PROJECT Variable Credit 5%- 15%**

As we read *Teaching Civic Literacy Projects,* it would be very helpful to have concrete experience with K-12 students and teachers who are engaged in a civic education project. Choose from a variety of civic education projects; these may be at your field experience site or at another school.

Examples include: Mock Trial Team Preparation; We the People Constitution Team Preparation; Project Citizen Team; National History Day; Model UN; Oregon Student Mock Election; Civic Scholars. See Instructor wiki for details. This project continues winter and spring term.

**READING RESPONSES: 35%**

**Read McTighe and Wiggins ch. 1 and 2.** **Due Oct 8**

Upload your response to your ITP 527 Student Google Folder

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 edTPA mini unit.
2. How do overarching essential questions and topical essential questions differ?
3. How does the EQ you wrote for question1 provide transparency for students and encourage/model metacognition?

**Targeted Vocabulary Building for Secondary Social Studies Due Oct 8, 29, Nov 12**

All read Heafner and Massey pp. 1-6

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 including how you could use it at your field placement and post to the Collaborative Class Google folder.

**Read McTighe and Wiggins ch. 3.** **Due Oct 15**

Upload your response to your ITP 527 Student Google Folder

1. Review the EQ you wrote for practice in previous assignment. Revise if necessary to fit the topic for the edTPA mini unit.
2. Create a chart which shows the EQ, the relevant curriculum standards, key concept(s) or understandings.

**Read *Social Education* articles on technology** in NCSS archives online **Due Nov. 5**

Upload your response to your ITP 527 Student Google Folder

Read the online article selected in a previous class and write a one page analysis.

1. How is this technology used as a “tool for learning”?
2. Discuss the article and the technology with your mentor teacher in your practicum. How might you incorporate this technology into your teaching?
3. What are the challenges and needed supports for you to do this successfully?

**Read *Teaching Civic Literacy Projects***

Upload your response to your ITP 527 Student Google Folder

Read ch. 1 (pp. 1-23). QUESTIONS TBD **Due Oct. 22**

Read ch 2 (pp. 24-37) QUESTIONS TBD **Due Nov 19**

Read ch 3 (pp 38-65) QUESTIONS TBD **Due Dec 3**

**LessoN STUDY PARTNER TEACHING Due 10/15 10/22 11/5 11/19 12/3 10%**

With a partner collaboratively plan and present to the class a sample lesson/teaching strategy that exemplifies authentic instruction and assessment. You may adapt a lesson plan from your CT or find online in *Social Education archives*  (Reference issue publication year, month, and pages).

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 an abbreviated edTPA Lesson Plan and post it to the Collaborative Class Google folder.

Plan on a 20 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

F**INAL edTPA MINI UNIT** **Due Dec. 10** **25%**

The goal of the final project is for you to create a **THREE** lesson mini‑unit that 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 **(due Oct. 15)**
* Demographic description of students for whom the lesson is designed including gender, race, ethnicity, special needs learners **(draft due Oct. 22)**
* Unit Curriculum Framing Questions **(draft due Oct. 22)**
* Common Core Standards for Literacy in History/Social Studies and ODE social studies standards which apply **(draft due Oct. 22)**
* Unit Goals and objectives including language objective **(with lesson plans)**
* Three lessons plans that carry out the unit goals **(draft lessons due Oct 29, Nov 5, Nov 19**

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. 12)**

**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. Submit ALL elements of the mini unit, and be sure you have made revisions incorporating feedback from the drafts. **FINAL DUE Dec. 10**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topics** | **Assignments Due Beginning of Class** |
| **10/1** | **Powerful Social Studies Teaching & Curriculum**   * Introduction & review syllabus * NCSS subscription & materials; OCSS conference registration * edTPA Social Studies Handbook * NCSS Powerful Teaching & Learning and C3 Framework for Social Studies * Cross-Walk Activity: Common Core State Standards/Social Studies & ODE standards * Literacy Strategies * Select partners for Lesson Study * Accept invitation to Google Drive Folder and post an introduction on Collaborative Page | * 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> |
| **10/8** | **Social Studies edTPA Mini Unit Planning Authentic Instruction**   * OCSS conference highlights * PASS Criteria Authentic Instruction: Lesson Demo “Stealing North” * edTPA Rubric 1: Lessons Support Concepts, Inquiry, Conclusions * Lesson Demonstration: Great Depression * Connection of EQ, Curriculum Standards, Unit Goals, Objectives * Teaching SS Vocabulary Jigsaw * Lesson Study Partners begin planning | * Read McTighe & Wiggins Ch 1 & 2. Reading response directions on syllabus p. 5 Upload to ITP 527 Student Google Folder * Read assigned literacy strategy in Heafner & Massey. Follow directions on syllabus p. 5 for presentation. Upload to ITP 527 Collaborative Folder. * OCSS Conference Reflection see directions on syllabus p. 4 Upload to ITP 527 Student Google Folder |
| **10/15** | **Authentic Instruction and Differentiation**  edTPA Rubric 2: UDL/Differentiation  edTPA Rubric 3: Justify Learning Tasks   * Lesson ideas related to NCSS Curriculum Standards * Lesson Study Partner Teaching Teams 1 and 2 * Logan & Madeleine: Democracy * Gina & Schuler: Marbury v Madison | * Read McTighe & Wiggins Ch 3. Reading response directions on syllabus p. 5 Upload to ITP 527 Student Google Folder * **Topic and Course for edTPA Mini Unit Draft** Demographic description of students for whom the mini unit will be designed including gender, race, ethnicity, special needs learners, English learners. Upload to ITP 527 Student Google Folder      * Lesson Study Partner Teaching Teams 1 & 2 (see syllabus p. 5) Upload edTPA lesson plan & support materials to ITP 527 Collaborative Folder. |
| **10/22** | **Authentic Assessment**   * edTPA Rubric 4: Identify Support for Language Demands * Develop lesson sequence and language function * edTPA Rubric 5: Plan Assessment * PASS criteria of authentic assessment * Analyze assessments * Discuss Teaching Civic Literacy Ch 1 * Lesson Study Partner Teaching Teams 3 & 4 * Ian and Owen: AIM * Mike & Wes: Industrial Revolution | * Read *Teaching Civic Literacy Projects* Ch 1 Reading response directions on syllabus p. 5 Upload to ITP 527 Student Google Folder * **Draft** edTPA Mini Unit Essential Question. ODE Curriculum Standards and Common Core standards. Upload to ITP 527 Student Google Folder * Lesson Study Partner Teaching Teams 3 & 4 (see syllabus p. 5) Upload edTPA lesson plan & support materials to ITP 527 Collaborative Folder. * Alternate: NW Teaching for Social Justice Conference Reflection. See directions on syllabus p. 4 Upload to ITP 527 Student Google Folder |
| **10/29** | * **edTPA Lesson Plan with Assessment and Commentary** * Peer Feedback on edTPA Lesson 1 * Teaching SS Vocabulary Jigsaw | * **Draft** edTPA Lesson Plan One **Key Assessment** See detailed instruction sheet. Upload to TK20 and   ITP 527 Student Google Folder   * Read assigned literacy strategy in Heafner & Massey. Follow directions on syllabus p. 5 for presentation. Upload to ITP 527 Collaborative Folder. |
| **11/5** | **Literacy Strategies/Research in Social Studies**   * Literacy Strategies Presentation * Peer Feedback on edTPA Lesson 2 * Develop edTPA mini unit assessment plan * Lesson Study Partner Teaching Teams 5 & 6 * Mike & Wes: Industrial Revolution * Darren & Lizzie & Susannah: Relgion, Mythology | * **Draft** edTPA Lesson Plan Two Upload to ITP 527 Student Google Folder * Lesson Study Partner Teaching Teams 5 & 6 (see syllabus p. 5) Upload edTPA lesson plan & support materials to ITP 527 Collaborative Folder. |
| **11/12** | **NCSS Conference Hybrid Class or Guest Speaker**   * Share technology applications * Teaching SS Vocabulary Jigsaw | * **Draft** assessment plan for edTPA mini unit that incorporates principles of authentic assessment . Upload to ITP 527 Student Google Folder      * Read *Social Education* articles on digital tools for students. (see syllabus p. 5) Upload to ITP 527 Collaborative Folder. * Read assigned literacy strategy in Heafner & Massey. Follow directions on syllabus p. 5 for presentation. Upload to ITP 527 Collaborative Folder. |
| **11/19** | * Discuss Teaching Civic Literacy Ch 2 * Peer Feedback on edTPA Lesson 3 * Lesson Study Partner Teaching Teams 7 & 8   Anna & Brent: Plymouth/Squanto  Tyler & Jonathan: Great Depression--Recession | * Read *Teaching Civic Literacy Projects* Ch 2 Reading response directions on syllabus p. 5 Upload to ITP 527 Student Google Folder * **Draft** edTPA Lesson Plan Three incorporates digital tools for student learning. Upload to ITP 527 Student Google Folder * Lesson Study Partner Teaching Teams 7 & 8 (see syllabus p. 5) Upload edTPA lesson plan & support materials to ITP 527 Collaborative Folder. |
| **11/26** | **NO CLASS Thanksgiving** | **DUE 11/28**   * **Draft** edTPA Task One |
| **12/3** | * Discuss Teaching Civic Literacy Ch 3 * Lesson Study Partner Teaching Team * Kent & Austin | * Read *Teaching Civic Literacy Projects* Ch 3 Reading response directions on syllabus p. 5 Upload to ITP 527 Student Google Folder * Lesson Study Partner Teaching Team 9 (see syllabus p. 5) Upload edTPA lesson plan & support materials to ITP 527 Collaborative Folder. |
| **12/10** | * **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 edTPA Mini Unit Task One** (See syllabus p. 6 for details.) |

**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.

**Secondary GTEP: Social Studies Methods Key Assessment Fall 2015**

**Directions**: **Develop a complete Social Studies Lesson Plan** that includes a focus on academic language. Use the EdTPA “Context For Learning” piece you developed in Initial Field Experience to inform the choices you make for this Lesson Plan. You will be filling in the GTEP secondary EdTPA Lesson Plan Template in its entirety. Words in RED on the template are defined in your EdTPA Handbook’s Glossary pp. 45-49.

For the development of this lesson plan, consult your Sec History/Social Studies EdTPA Handbook section, “Task 1: Planning for Instruction and Assessment: What Do I Need to Think About? and What do I need to do?” on pp 8-9). Read and complete all of the prompts on your GTEP secondary EdTPA Lesson Plan Template. Include all artifacts, assessments, and handouts with your lesson plan.

Your lesson plan will be evaluated using EdTPA Rubrics 1-5 from your EdTPA handbook (pp. 13-17).

**Directions for Planning Commentry** pp. 10-12:

Describe the central focus and purpose of the content you will teach in the Learning Segment (edTPA mini unit)

Given the central focus, describe how the standards and learning objectives within your learning segment address :

facts and/or concepts; inquiry, interpretation, analysis skills; building and supporting arguments or conclusions

Explain how your plans build on each other to help students **make connections between** content and skills **to build** arguments or conclusions **about** historical events, a topic/theme or social studies phenomenon.

**Language Function.** Using information about your students’ language assets and needs, identify **one** language function essential for students within your central focus. Listed below are some social studies language functions.

analyze, compare/contrast, construct, describe, evaluate, examine, identify, interpret, justify, locate

**Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use: Vocabulary

**Plus** at least one of the following: Syntax or Discourse

**Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt. Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary/symbols, discourse, or syntax).