**PSU Graduate School of Education**

**ITP 517 Social Studies Methods EdTPA Lesson Plan Oct 15, 2015**

**[Note: All words and phrases in RED can be found in the EdTPA Glossary]**

**Instructors: Gayle Thieman Subject: Social Studies Methods Time: 4:30-8:30 pm**

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| **Lesson Goals** |
| **Central Focus of Lesson: Authentic Instruction, Unit and Lesson Design**  **Unit Essential Question: 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?**  **Purpose/Rationale:** The purpose of the class is to learn how to analyze and begin to develop a lesson using Newmann’s criteria of authentic instruction and edTPA standards (see Rubric 1 & 2)    **Standard(s) Addressed**  TCs critically analyze and implement research-based practices |

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| **Lesson Objectives/Learning Objectives and Demands** |
| **Content Objectives:** Teacher candidates (TCs) will   * Review and apply six criteria of authentic instruction to lesson (CD) “Stealing North” * Review edTPA rubrics 1 & 2 and evaluate Lesson Plan (Freedom’s Song)—Scottsboro Boys * Participate in Micro-teaching Lesson Study. Analyze lesson using Lesson Observation Template * Using Lesson Study as model, fill out edTPA Lesson Plan template (in small groups) * Review Social Studies Methods Key Assessment * Partners meet to plan micro-teaching lesson.   **Language Objectives:**  **Key Vocabulary in Lesson:**  Common Core State Standards  C-3 Framework (College, Career, and Civic Life) Inquiry Arc  Principles of Authentic Instruction: higher order thinking, deep knowledge, substantive conversation, connection to the world, ethical valuing integration  edTPA: inquiry, interpretation, analysis, social studies phenomenon  **Materials:**  Lesson Observation Template  Presentation on Authentic Instruction (Newmann) Authentic Instruction Docs on Instructor Wiki and copy of criteria for triads  CD: Stealing North  Copy of edTPA Key Assignment |

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| **Class Welcome:**  **4:30-4:45**  **Introduction: What Teacher Will**  Review changes in REVISED syllabus | **Introduction: What Students will do**  Note the changes and ask questions for clarification |
| **Learning Activities - “During”:** *Active engagement in meaning making, explicit instruction, and practice (you should be checking for understanding throughout the lesson)* | |
| **Learning Activities: What Teacher Will Do**    **4:45- 6:00**  **Discuss 6 criteria of Authentic Instruction:** higher order thinking, deep knowledge, substantive conversation, connection to the world, ethical valuing, integration  Cue up DVD: Stealing North. Ask triad of students to watch video and then analyze one of six criteria  Give each pair a copy of Freedom’s Song Lesson Plan. Also available on instructor [wiki](https://gtpdx.wikispaces.com/ITP+527+Social+Studies+Methods) under Week Two Oct 8, 2015  Ask students to evaluate Lesson Plan with Criteria of Authentic Instruction  **Facilitate large group discussion of how criteria of authentic instruction relate to: edTPA criteria** on pp. 1 & 2 of edTPA Sec History/Social Studies  Higher Order Thinking**:** inquiry, interpretation or analysis  Deep Knowledge**:** facts and concepts  Substantive Conversation: support, argument or conclusion  Connection to the World: social studies phenomenon  Ethical Valuing: not required  Integration: not required  **6;00-6:30 DINNER BREAK**  **6:30-6:50**  **Introduce edTPA Planning Rubric 1:** p. 13 edTPA handbook  Planning for History/Social Studies Understanding  **Introduce edTPA Planning Rubric 2:** p. 14 of edTPA handbook  Planning to Support Varied Student Learning Needs  **6:50-7:35**  Partner Lesson Study Gina and Schuyler  Marbury v Madision  7:35-8:15  Explain NCSS Inquiry Arc: Developing Questions and Planning Inquiries  Connect to Backwards Curriculum Design | **Learning Activities: What Students will do**  Go to Instructor [wiki:](https://gtpdx.wikispaces.com/ITP+527+Social+Studies+Methods) OR  <http://gtpdx.wikispaces.com> Scroll down to ITP 527 at bottom of navigation bar  Open Authentic Instruction Doc under Week Three Oct 15, 2015.  Read the standard and share example of what each criteria might look like in a social studies classroom  Students watch video.  Triads discuss the standard and evaluate degree to which lesson they observed demonstrates the standard  Students Report Out  Student Pairs Evaluate Freedom’s Song Lesson Plan for elements of Authentic Instruction  Students refer to pp. 1&2 and 45-49 of edTPA handbook  Plan with Rubric 1 & 2.  Pairs Report Out  Students work in pairs and evaluate *Freedom’s Song* Lesson Plan with Rubric 1 and 2.  Pairs Report Out  TC’s participate as “students” and simultaneously notice pedagogical strategies.  TCs work in pairs to evaluate Lesson Introduction, active engagement during Lesson Activities, Closure    Student Pairs Share Revised Essential Question, Curriculum Standards, Key Concepts/Understandings  Report Out  Revise for Oct 22 Assignment Due  . |
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| **Closure: What Teacher Will Do**  **8:15 Review assignments due next week:**   * Teaching Civic Literacy Projects Ch 1 | **Closure What Students will do**  Note location of Response Questions |
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