**PSU Graduate School of Education**

**ITP 517 Social Studies Methods EdTPA Lesson Plan Oct 8, 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:**  **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 explore relevant standards for social studies curriculum design (CCSS; ODE; C3 Framework for Social Studies) to build a foundation for unit and lesson design using NCSS principles of powerful Learning. TCs will also experience/participate in a model-micro-teaching lesson as an example of lesson planning and teaching.  **Standard(s) Addressed**  TCs critically analyze and implement research-based practices  TCs demonstrate appropriate professional knowledge, skills & dispositions (professional development/networking) |

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| **Lesson Objectives/Learning Objectives and Demands** |
| **Content Objectives:** Teacher candidates (TCs) will   * Participate as students in micro-teaching lesson on African American experience in Great Depression and analyze accompanying lesson plan * Examine elements of lesson template including Common Core standards, differentiate goals vs objectives * Share elements of research-based practice in OCSS conference sessions * 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  NCSS principles: meaningful, integrative, value-based, challenging, active  **Materials:**  Multimedia Presentation: Principles of Powerful Teaching and Learning and C3 Framework for Social Studies Standards [wiki](https://gtpdx.wikispaces.com/ITP+527+Social+Studies+Methods)  DVD Freedom’s Song and lesson materials **Set up DVD and remote BEFORE class**  Multimedia Presentation on Backwards’ Curriculum Design and Curriculum Framing Questions  Hefner & Massey (2013). *Targeted Vocabulary Strategies* *for secondary social studies* (pp. 1-6 and strategies ) |

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| **Introduction: What Teacher Will**  **4:30-4:50**  Organize students into three groups (cross cohorts) and introduce themselves, sharing their all-time favorite social studies activity    **4:50-5:10**  PPT presentation: NCSS Powerful Social Studies Teaching and Learning/C3 Framework for Social Studies | **Introduction: What Students will do**  Students move into assigned groups (cross cohort) and after introducing themselves share their all-time favorite social studies activity  Launch ppt and take notes on connections to their teaching practice.  Share examples from their favorite social studies lesson that illustrate NCSS principles |
| **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**    **5:10-6:00**  Teach African American Experience in Great Depression (see lesson plan handout on instructor wiki)  Pair Share: Homelessness  Introduce/Watch Documentary: Freedom’s Song (Track 4)  Large Group Discussion: Was justice color-blind in Scottsboro case?  Review lesson plan on instructor wiki. Ask students to add purpose/rationale and common core standards  **6;00-6:30 DINNER BREAK**  **6:30**  Large Group: Review Professional Conference Requirement  Ask those who attended to recap **OCSS conference**  **6:45**  **Present Backwards Curriculum Design** ppt[wiki](https://gtpdx.wikispaces.com/ITP+527+Social+Studies+Methods).  **Review Characteristics of Essential Questions** (text: p. 3)  Open-ended  Thought provoking/intellectually engaging  Higher-order thinking; important ideas;  Raises additional questions  Requires support/justification  Recurs over time  **Compare EQ and unit/topical questions** McTighe & Wiggins, p. 9  **7:15**  **Handout:** Targeted Vocabulary Strategies for Secondary Social Studies: pp. 1-6 Note: Academic language  **Teaching SS Vocabulary Jigsaw:**  Group A: Ian, Schuler, Mike, Lizi, Anna, Logan, Owen, Brent, Jonathan  Group B: Kent, Susannah, Austin/Wes, Darren, Lindsey, Nick, Madeleine, Gina, Tyler  **8:00**  Review expectations for partner teaching; topics; due dates on [syllabus](https://drive.google.com/drive/folders/0B374uDRdhqQEVUVhekV6cGhFSVk)  Partners begin planning: | **Learning Activities: What Students will do**    Launch Micro-Teach Lesson plan on laptop or iPad Participate as high school students in lesson plan  Think/ Pair/Shre  Watch Video/Journal: Examples of racial and economic oppression.  Small Groups Report out Examples/ Call on volunteers/students at random  Examine African American history in Oregon timeline for comparison to events in Southern US (doc camera)  Analyze lesson plan and ADD purpose/ rationale and Common Core Standards  Analyze lesson perspective on Black history  MEET with STUDENTS WHO WERE ABSENT 10/1/15 re: makeup work  TCs share one highlight that will have impact on their practice as early career teacher  Compare to edTPA Task 1, 2, 3 (Handbook pp. 5-7)  TCs share EQs they developed for homework assignment    Students read/ skim silently for main ideas about vocabulary acquisition and connection to reading comprehension  Students form two groups (opposite ends of room)  All go to Google Folder: Social Studies Methods: Collaborative [Folder](https://docs.google.com/document/d/1KRafmzkjBsEGj31FcCSnIaU-hFkBWT9sFt-DK6TPIt0/edit) TCs follow along with laptops/ipads. |
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| **Closure: What Teacher Will Do**  **8:20 Review assignments due next week:**   * McTighe & Wiggins ch. 3 * Lesson Study Partner Teams 1 & 2: * Logan & Madeleine: Democracy * Gina & Schyler: Marbury v Madison | **Closure What Students will do**  Follow along on syllabus |
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