College of
EDUCATION & HUMAN DEVELOPMENT

GEORGE MASON UNIVERSITY

SOCIAL JUSTICE

RESEARCH-BASED PRACTICE

CORE VALUES

INNOVATION

ETHICAL LEADERSHIP

COLLABORATION

Promoting Learning & Development Across the Lifespan

EDCI 667: Advanced Methods of Teaching History/Social Studies – Secondary
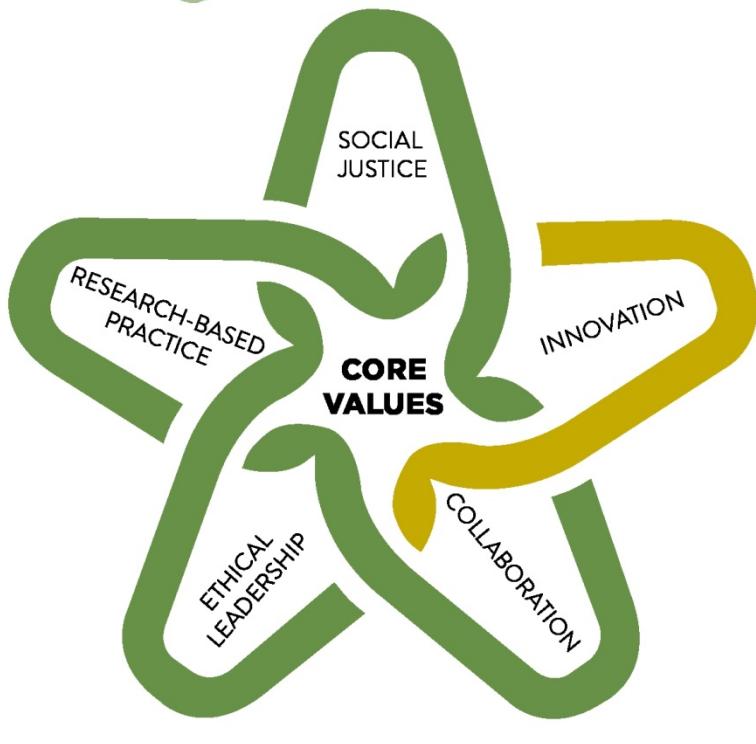
George Mason University

Graduate School of Education

Fall 2012

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703-795-7403

Class Meetings: Mondays, 4:30-7:10 pm, Innovation Hall 320

Course Description: This course provides pre-service teachers with a comprehensive overview of effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary social studies classroom. This is the second semester of a yearlong methods course. This semester we will examine the following areas of social studies education through the lens of historical content: standards & accountability, curriculum/unit/lesson planning, engaging approaches for teaching social studies, assessment in the social studies, and multiculturalism.

Two main strands drive the course's curriculum. First is an exploration of what history/social studies is and why it is important to teach. This forms the basis and rationale for everything you do in the classroom. The second strand examines how students learn and come to understand history/social studies so that you can develop effective lesson plans in your classrooms.

Our essential questions and learning goals will frame and guide this class. You will have a chance to uncover, examine and revise your rationale for teaching this subject matter while reading and discussing varying perspectives on the nature of history/social studies and its value.

Course Objectives
Students will understand:

- That effective social studies teaching requires knowing your subject matter and understanding how to connect your content to students; knowing different teaching and assessment approaches; knowing the school culture and understanding how to make space for yourself in that culture; knowing students, engaging students in critical and higher-order thinking, teaching students "life-long learner" skills, and presenting students with multiple perspectives.
- That learning to teach is a complex process involving continuous reflection.

Students will know:

- Content related to standards & accountability, engaging teaching approaches, assessment in the social studies, epistemology of and approaches to teaching history, and the theories behind multiculturalism.

Students will be able to:

- Engage in critical, reflective discussions of research and practitioner readings.
- Develop lesson and unit plans, develop assessment tools, reflect on teaching practice and focus on practical investigation and modeling of student-centered and activity-based methods designed to meet the individual needs of a diverse student population.

Suggested Texts:
Drake & Nelson (2005). *Engagement in teaching history. Theory and practices for middle and secondary teacher.* NJ: Merrill-Prentice Hall.

Weinstein, C. (2007). *Middle and secondary classroom management: Lessons from research and Practice*, 3rd Ed. Heinemann Press.

Articles and Text Excerpts:
Banks, J. (1994). "Transforming the Mainstream Curriculum." *Educational Leadership*, 51 (8), 4-8.

Banks, J. (2002). "Goals and Misconceptions." *An Introduction to Multicultural Education*. 3rd Edition. Boston: Allyn & Bacon.

Barton, K. & Levstik, L. (2004). *Teaching history for the common good.* Lawrence Erlbaum Publishers: Mahwah, NJ.

Beyer, B.K. (1980). "Using Writing to Learn in History." *The History Teacher*, 13(2), 167-178.

Beyer, B.K. & Brostoff, A. (1979). "The time it takes: Managing/evaluating writing and social Studies." *Social Education*, March, 194-197.

Brophy, J. (1999). Teaching. Educational Practices series UNESCO with the International

Academy of Education and the International Bureau of Education.

Delpit, L. (1995). "Education in a Multicultural Society: Our Future's Greatest Challenge." In L. Delpit's *Other People's Children: Cultural Conflict in the Classroom.* (pp. 168-183). New York: The New Press.

Doty, J.K., Cameron, G.N. & Barton, M. (2003). *Teaching Reading in Social Studies.* McRel Press: Aurora, CO.

Gay, G. (2001). "Effective Multicultural Teaching Practices." In C.F. Diaz (Ed). *Multicultural Education for the 21st Century*, (pp. 23-41) New York: Longman Publishers.

Hess, D.E. (2005). "How do Teacher's Political Views Influence Teaching About Controversial Issues?" *Social Education*, 69(1), 47-52.

Kohn, A. (2011). "Ten Obvious Truths that We Shouldn't Be Ignoring." *Education Digest*, September (p. 11-16).

Parker, W.C. (2006). "Public Discourses in Schools: Purposes, Problems, Possibilities." *Educational Researcher*, 35:8.

Percoco, J.A. (2001). *Divided we stand: Teaching about conflict in U.S. history.* Portsmouth: Heinemann.

Risinger, C.F. (1987). "Improving Writing Skills Through Social Studies." Bloomington IN: ERIC Clearinghouse for Social Studies/Social Science Education.

Schoenbach, T., et al. (1999). *Reading for understanding: A guide to improving reading in the Middle and high school classrooms.* San Francisco: Jossey-Bass Publishers.

Segall, A. (2003). "Maps as Stories about the World." *Social Studies and the Young Learner*, 16(1), 21-25.

Silverman, F. (2003). "Hot Button Handling." *District Administration*, 24-27.

Wade, R. "Quality Community Service Learning Projects: Getting Started"

Westheimer, J. & Kahne, J. (2004, Summer). "What Kind of Citizen? The Politics of Educating for Democracy." *American Educational Research Journal* 41(2), 237-269.

Wiggins, G. & McTighe, J. (1998). *Understanding by Design.* Alexandria, VA: Association for Supervision and Curriculum Development.

Youniss, J. & Yates, M. (1997). *Community Service and Social Responsibility in Youth.* Chicago: University of Chicago Press

General Internet Resources:

Advanced Placement Central

http://apcentral.collegeboard.com/apc/Controller.jpf

National Writing Project

http://www.nwp.org/cs/public/print/resource/922

Free teaching resources

http://www.free.ed.gov/subjects.cfm?subject_id=19

http://www.tolerance.org/teach/index.jsp

National Archives

http://www.archives.gov/index.html

Library of Congress

http://www.loc.gov/index.html

Gilder Lehrman Institute of American History

http://www.gilderlehrman.org/

Center for History and New Media

http://chnm.gmu.edu/ (also see http://historymatters.gmu.edu/)

Historical Thinking Matters

http://historicalthinkingmatters.org/

National Council for the Social Studies

http://www.socialstudies.org/

National Council for History Education

http://www.nche.net/

ALSO:

Please consider joining the National Council for the Social Studies as a student member. Go to www.socialstudies.org/membership. Fill in and submit the on-line form. If the form asks you to "Choose a Journal," please select the option that offers *Social Education*.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times….**Please turn cell phones off and stay off the computers except when we are using them for a class activity**
- **Attendance at all class sessions is assumed and students are expected to be on time.**
- **Assignments are due at the beginning of class periods indicated. Assignments will be penalized one full letter grade for each day they are late and will not be accepted more than three days after the due date without previous instructor permission. Please do not e-mail assignments, but turn them in hard copy form at the beginning of the class period for which they are due.** All written work is evaluated for clarity of expression, content, and mechanics of correct English. Assignments must be typed, double spaced, printed in 12-point font, with 1-inch margins on standard (8 ½ X 11) white paper.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu

Course Requirements:

Assignment	Value	Date Due
Class Participation/Attendance	10%	Ongoing
Partner Assignment – Mini Lesson/Discussion/Debate Lead	15%	variable
Web Quest Activity (NCSS 8 and 9)	15%	Sept 24
Partner Project and Presentation: A) History Through Students' Eyes OR B.) Museum/Historic Site Fieldwork	15%	Oct 15
Field Experience/Reading 4 Reflections	15%	Oct 29 Nov 19 Variable
Unit Plan NCSS 1 and 5	30%	Nov 26

Grading Scale:

Letter Grade	Scale
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
Below 80	unsatisfactory

TENTATIVE COURSE OUTLINE:

Date	Topic	Readings/Assignments Due
August 27	Introductions Overview of Syllabus - Assignments What Makes Good Teaching?	
Sept 3	No Class – Labor Day	
Sept 10	**Virginia Standards of Learning (VSOL) and Ambitious Teaching** Planning for Instruction: How do I prepare my students to do well on standardized tests of accountability and still teach a dynamic, engaging class that helps them develop broader analytical, critical thinking, and social skills? Backwards Design	Readings for Today: 1.)Brophy, "Teaching" 2.) Wiggins Ch. 1 3.) Pick at least one class and look through the materials available for history and social studies at the VA Dept of Ed Website (VSOLs): http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml 4.) Look through the NCSS Standards http://www.socialstudies.org/standards/execsummary
Sept 17	**Teaching Controversial Topics and Current Events** Why and how do we incorporate current events	Readings for today: 1.) Hess, "How do teacher's political views…" 2.) Parker, "Public Discourses in Schools…" 3.) Silverman, "Hot Button Handling…"

	and controversial issues in the curriculum? How do I produce, lead, and manage classroom debate and discussion?	
Sept 24	**Maps/Geography** How do I infuse geography into history?	**Web Quest Due – be prepared to share in class** Readings for today: 1.)Segall, "Maps as stories" 2.) Gritzner, "Why Geography?"
Oct 1	**Character Education/Community Service and Service Learning** What is the relationship between the social science and character education/service learning? How can I incorporate character education and service learning into my social studies classes?	Readings for Today: 1.)Wade – "Quality Community Service Learning Projects" 2.)Youniss and Yates, "Ten Ideas for Designing and Implementing Community Service Programs"
Oct 8	No Class – Columbus Day	Independent work session on partner projects
Oct 15	**Museums, Memorials, Historic Sites and** **History Through a Student's Eyes**	**Partner Project Presentations Due**
Oct 22	**Assessment and Grading** How can I find out about my students as learners? What is assessment and how do I effectively do	Readings for Today: 1.)Travis, Meaningful Assessment 2.) Drake and Nelson, Ch. 6, "Creating Historical Understanding and Communication Through Performance Assessment"

	it? How do I establish a fair grading policy? How do I ultimately prepare students for SOL and AP testing?	
Oct 29	**Reading and Writing in Social Studies** What is the role of Social Studies in developing reading and writing skills? What pedagogical strategies best support reading and writing in social studies? How can I infuse reading and writing into my teaching?	**First Classroom Observation Reflection Due – The Teacher and Instructional Design** Reading for Today: 1.)Beyer, "Using Writing to Learn in History" 2..)Risinger, "Improving Writing Skills Through Social Studies" 3.) Kohn, "How to create nonreaders.." 4.) Drake and Nelson, Ch. 10, "Using Writing to Engage Your Students in the Past"
Nov 5	No Class	
Nov 12	**Classroom Management** How do I set a tone of good behavior so learning can take place? Politics of Education – Relationships with Parents and Administrators	Readings for Today: 1.)Weinstein, select chapters
Nov 19	**Multicultural Education** Guest Speaker - ESOL team lead in ACPS What is multicultural education and how do I establish it in my	**Second Classroom Observation Reflection Due – The Students** Readings for Today: 1.)Delpit, "Education in a Multicultural Society: Our Future's Greatest Challenge"

	curriculum?	2.)Banks, "Transforming the Mainstream Curriculum"
Nov 26	**Lesson Plan Presentations**	**Unit Plans Due – in hard copy and be prepared to share in class – see Drake and Nelson Ch. 5 Lesson and Unit Planning**
Dec 3	**Wrap Up – Citizenship Education** What does an educated citizen need to know?	Readings for Today**:** 1.) Westheimer and Kahne, "What Kind of Citizen?" 2.) Kohn, *Ten Obvious Truths*

This outline may change as the semester progresses.

SECONDARY EDUCATION PROGRAM

Unit Plan Assignment

EDCI 667, Advanced Methods for Teaching History/Social Studies in Secondary School

A significant part of this course includes learning to develop effective instructional unit plans covering a sequence of lessons targeted around a topic fitting a secondary history/social studies course. **For this assignment, you will develop a unit plan focused on NCSS Themes/Standards 1 (Culture) and 5 (Individuals, Groups and Institutions).** You will also continue to include INTASC Standards and relevant Virginia Standards of Learning. Along with the development of this unit plan, you will also prepare a brief summary/micro-teaching episode similar to the one from the lesson plan. This teaching episode will be limited to ten minutes in length.

As noted in the syllabus, this unit plan assignment is valued at forty percent (30%) of your grade in total.

Below you will find a bulleted summary of the expectations for this assignment, the unit plan template to guide you in further lesson/unit development and finally, two detailed rubrics outlining the criteria for assessment. The first is a General Evaluation Unit Plan Rubric (INTASC) and the second focuses on history/social studies content; specifically Themes/Standards 1 and 5. **You must earn a score of two (2) or three (3) for Themes/Standards 1 (Culture) and 5 (Individuals, Groups and Institutions) as these are the foci of your unit plan**. Any other NCSS Standards/Themes expected to be included in your assessment will be addressed explicitly by your instructor.

Unit Plan Assignment Summary

- This unit plan must cover approximately 5-8 coherently connected lessons of instruction (90 minute classes)
- An introductory narrative (1-2 pages) addressing the following must be included:
  - o unit context including general description of students and prior content covered (fictitious, but reasonable)
  - o unit goals and rationale (what do you hope to accomplish and why should students know this?)
  - o explanation of how this sequence of lessons addresses each of the targeted NCSS Themes/Standards
  - o explanation of how the lessons will promote student learning
  - o rationale and relevant research addressing how lesson activities adhere to effective history/social studies instruction as addressed in course.
- Unit plan may come from any relevant secondary history or social studies content, but must focus on NCSS Themes/Standards 1 (Culture) and Theme/Standard 5 (Individuals, Groups and Institutions)
- A calendar summary of lessons must be included
- Individual lesson plans must also address relevant state standards
- An assessment plan (including formative and summative assessments) must be included
- A reflective summary (1 page) at the conclusion of the unit plan which addresses the challenges and successes you had in developing this unit of instruction must be included
- Candidates must also prepare a brief (8-10 minute) summary/micro-teaching episode from the unit to share with classmates
- Details regarding NCSS Themes can be found at www.socialstudies.org/standards/strands
- Details regarding VA-Standards of Learning (SOL) can be found at http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml

SECONDARY EDUCATION PROGRAM

LESSON PLAN TEMPLATE

Teacher's Name_____Grade Level_____

Lesson Title_____Date_____

I. NCSS Themes and State Standards Addressed
   o NCSS
   o VA SOL

II. Objectives
   o State what students will be able to do as a result of this experience.
   o List national, state, or local objectives, if possible.

III. Materials for Learning Activities
   o List the texts, equipment, and other materials to be used by the students.
   o List the materials, including equipment or technology used by the teacher in presenting the experiences.

IV. Procedures for Learning Activities
   o Introduction – outline procedures for activating prior knowledge and student interest.
   o Instructional strategies – outline what the teachers and students will do.
   o Summary – outline how you will close.
   o Give estimated time for each phase of the experience (introduction, instruction, summary).
   o Describe extensions or connections to other lessons.

V. Assessment
   o Outline the procedures and criteria that will be used to assess each of the stated objectives.
   o Attach copies of any written assessments (tests, rubrics, observational checklists, format for anecdotal records).

VI. Differentiation
   o List adaptations that will be made for individual learners.

Checklist for Unit Plan Components

Components	Missing	Partially included	Satisfactorily included
General Planning			
2-4 week unit plan (20 student hours)			
Evidence of Interactive, Inquiry, Problem-based instruction/learning			
Overview			
Description of Students			
Theme			
Questions/Goals			
Rationale/Research/Theory			
Standards - SOL			
Standards - National			
Assessment Plan overview			
Schedule/Calendar			
Daily Calendar of Lesson Sequence			
Daily Lesson Plans (2 weeks fully developed)			
Daily Question(s)/Objective (2)			
List of Daily Materials			
Estimated Time for Each Activity			
Assessments (formative & summative)			
Include all actual support materials needed by the teacher and students to implement the lesson (e.g. worksheets,			

samples of presentation slides and so on).			
Unit Plan Reflection			
Reflective Summary (approximately 1 pg.)			

Missing or partially included materials will receive a score of 0 (unacceptable) for the related standards.

Comments:

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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Secondary Teacher Education Program

Unit Plan—History/Social Studies Rubric

This history/social science rubric is to be employed in the assessment of the unit plan, completed in EDCI 667. Please note that for each of the 10 National Council for the Social Studies Standards (listed below) there are sample indicators which suggest how the standard might be rated. **For this unit plan, NCSS Standard/Theme One (1), Culture and NCSS Standard/Theme five (5), Individuals, Groups and Institutions will be targeted. Candidates must earn a rating of two (2) or three (3) on each of these two Standards/Themes.** Candidates are not, however, limited to addressing only the two aforementioned NCSS Themes/Standards.

Note to instructors: After assessing the standard, using one or more indicators, please circle one rating for the standard addressed. Along with the mandatory rating of two or three for Themes/Standards one (1) and five (5), the candidate must achieve at least an average general rubric score of 2.0 <u>and</u> at least an average subject specific rubric score of 2.0 with no individual standard score below 1.0 In order to fulfill the requirements of the methods course. (NOTE: Only NCSS standards appropriate to the content of the unit must be addressed by the instructional unit plan, which must include, but is not limited to, Themes/Standards 1 and 5. List next to each objective within the unit plan which NCSS standards are addressed and which Virginia Standards of Learning [SOL] are addressed.)

NAME OF CANDIDATE:_____DATE:_____

UNIT TOPIC:_____

DISCIPLINE OF EMPHASIS:_____

Rating	Description
(NA) Not Applicable	This rating is reserved for non-target standards only.
(0) Unacceptable	The candidate exhibits little, or irrelevant, evidence of meeting the standard for planning, teaching, and student learning.
(1) Basic	The candidate exhibits insufficient evidence of performance in relation to essential knowledge, skills, dispositions required by the standard. Provides fundamental evidence of attainment but does not yet meet minimum expectations for planning, teaching, and student learning.
(2) Proficient	The candidate exhibits performance that meets the standard in essential knowledge, skills, and dispositions. Provides evidence of sound work, usually with multiple examples of achievement which substantially meet basic expectations for planning, teaching, and student learning.
(3) Distinguished	The candidate exhibits mastery of the knowledge, skills, and dispositions required by the standard. Achieves an exceptional level of performance in relation to expectations of the program and generally provides multiple examples of excellence in performance for planning, teaching, and student learning.

<mark>Standard 1. The unit evidences planning and organization for instruction at the appropriate school level for the study of culture and cultural diversity.</mark>

Sample Indicators:

- enables learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- guides learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- asks learners to give examples and describe the importance of cultural unity and diversity within and across groups.
- has learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
    Standard 1 Rating (Circle one.)

(0) Unacceptable

(1) Basic

(2) Proficient

(3) Distinguished

Comments:

Standard 2. **The unit evidences planning and organization for instruction at the appropriate school level for the study of time, continuity, and change.**

Sample Indicators:

- assists learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- has learners apply key concepts from the study of history—such as time, chronology, causality, change, conflict, and complexity—to explain, analyze, and show connections among patterns of historical change and continuity.
- asks learners to identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- guides learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
Standard 2 Rating. **(Circle one.)**

(NA) Not Applicable

(0) Unacceptable

(1) Basic

(2) Proficient

(3) Distinguished

Comments

Standard 3. **The unit evidences planning and organization for instruction at the appropriate school level for the study of people, places, and environments.**

Sample Indicators:

- has learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes, and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information.
- challenges learners to examine, interpret, and analyze the interactions of human beings and their physical environments.
- provides learners with opportunities to observe and analyze social and economic effects of environmental changes and crises.
- challenges learners to consider, compare, and evaluate existing alternative uses of resources and land in communities, regions, nations, and the world.
  Standard 3 Rating. (Circle one.)

  (NA) Not Applicable

  (0) Unacceptable

  (1) Basic

  (2) Proficient

  (3) Distinguished

  Comments:

Standard 4. **The unit evidences planning and organization for instruction at the appropriate school level for the study of individual development and identity.**

Sample Indicators:

- assists learners in articulating personal connections to time, place, and social/cultural systems.
- assists learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.

- enables learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- has learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.

  Standard 4 Rating (Circle one.)

  (NA) Not Applicable

  (0) Unacceptable

  (1) Basic

  (2) Proficient

  (3) Distinguished

  Comments:

Standard 5. **The unit evidences planning and organization for instruction at the appropriate school level for the study of individuals, groups, and institutions.**

Sample Indicators:

helps learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society.

helps learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.

assists learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity and change by groups and institutions.

asks learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.

Standard 5 Rating (Circle one.)

(0) Unacceptable

(1) Basic

(2) Proficient

(3) Distinguished

Comments:

Standard 6. **The unit evidences planning and organization for instruction at the appropriate school level for the study of power, authority, and governance.**

Sample Indicators:

- enables learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation.
- helps learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government.

- challenges learners to apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.
- guides learners to explain how governments attempt to achieve their stated ideals at home and abroad.

    Standard 6 Rating (Circle one.)

    (NA) Not Applicable

    (0) Unacceptable

    (1) Basic

    (2) Proficient

    (3) Distinguished

    Comments:

Standard 7. The unit evidences planning and organization for instruction at the appropriate school level for the study of production, distribution, and consumption.

Sample Indicators:

- provides opportunities for learners to assess how values and beliefs influence economic decisions in different societies.
- has learners compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital.
- challenges learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
- asks learners to distinguish between the domestic and global economic systems, and explain how the two interact.
  Standard 7 Rating (Circle one.)

  (NA) Not Applicable

  (0) Unacceptable

  (1) Basic

  (2) Proficient

  (3) Distinguished

  Comments:

Standard 8. The unit evidences planning and organization for instruction at the appropriate school level for the study of science, technology, and society.

Sample Indicators:

- enables learners to identify, describe, and examine both current and historical examples of the interactions and interdependence of science, technology, and society in a variety of cultural settings.

- provides opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- has learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change.
- prompts learners to evaluate various policies proposed to deal with social changes resulting from new technologies.

Standard 8 Rating (Circle one.)

(NA) Not Applicable

(0) Unacceptable

(1) Basic

(2) Proficient

(3) Distinguished

Comments:

Standard 9. The unit evidences planning and organization for instruction at the appropriate school level for the study of global connections.

Sample Indicators:

- enables learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- helps learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- provides opportunities for learners to analyze and evaluate the effects of changing technologies on the global community.
- has learners illustrate how individual behaviors and decisions connect with global systems.
  Standard 9 Rating (Circle one.)

  (NA) Not Applicable

  (0) Unacceptable

  (1) Basic

  (2) Proficient

  (3) Distinguished

  Comments:

Standard 10. The unit evidences planning and organization for instruction at the appropriate school level for the study of civic ideals and practices.

Sample Indicators:

- assists learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- guides learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

- facilitates learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues—identifying, describing, and evaluating multiple points of view.
- provides opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

Standard 10 Rating. (Circle one.)

(NA) Not Applicable

(0) Unacceptable

(1) Basic

(2) Proficient

(3) Distinguished

Comments:

NUMERICAL RATINGS SUMMARY

Item Ratings	Totals
Total Ratings of 0=_____	**x 0=_____**
Total Ratings of 1=_____	**x 1=_____**
Total Ratings of 2=_____	**x 2=_____**
Total Ratings of 3=_____	**x 3=_____**
	Grand Total=_____

Mean Rating (Grand Total/10)=_____

(NOTE: For NCSS Standards/Themes 1 and 5, candidate must earn a rating of two (2) or three (3). Minimum mean rating of 2.0 [with at least a rating of 1.0 for each standard] is required for other NCSS Standards/Themes addressed.)

Strengths of the Unit Plan

Areas to Further Develop

Standard/Theme-specific core summary

1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____ 8_____ 9_____ 10_____

Average on subject matter standards_____

OVERALL AVERAGE _____

_____   _____   _____

Candidate Signature   **Printed Name**   **Date**

Rating of two (2) or three (3) on standards/themes one and five   __YES   __NO

Basic or above score in all standards   __YES   __NO

_____   _____   _____

Reviewer Signature   **Printed Name**   **Date**

WEBQUEST PROCEDURES

A webquest is an inquiry-based learning activity in which students utilize electronic resources to discover and interact with information. In social studies, the explosion of digital media over the last decade has allowed teachers to use this instructional strategy in various ways to foster research and analytical skills and engage students in higher-order thinking. Teachers, for example might ask that students navigate a searchable database to discern immigration patterns for a particular population. Other teachers might ask that students formulate questions regarding causes of the French Revolution and seek relevant sources that advocate particular viewpoints. Further, teachers may combine multiple webquest strategies to allow students opportunities to engage with original and secondary electronic sources in any way that fosters the aforementioned objectives.

For this assignment, you are charged with **developing a webquest** for secondary history/social studies students. Your webquest will focus on the overarching theme of **social justice** while incorporating NCSS themes of **technology and innovation** (NCSS theme 8) and **global connections** (NCSS theme 9). This will be a web-based platform that allows students to navigate particular electronic sources from your webquest activity page. This activity page should be in the form of a webpage/wiki you design and launch if at all possible, but may be a more simplistic web-based document with appropriate questions and navigation links for students to follow. You must also **write a 2-page narrative** which chronicles the webquest development, specific learning objectives of the webquest and how you believe your webquest activities help students meet your objectives.

As you think creatively about how to weave together these aforementioned themes, consider the following:

1. Find a social justice topic/issue for your webquest that will continue to have an impact on society & culture in 2025 (use NCSS themes 8 and 9 as the foundation). Be able to answer this question: Why should this issue be featured in your webquest?
2. What student knowledge, skills, behavior, and attitudes does the webquest emphasize? How do you know?
3. What would you like to teach about the past related to the topic/issue that will help your students understand the content and be more relevant in 2025?

To appropriately address the requisite NCSS themes in this webquest, refer to the following explanations:

NCSS 8: The webquest requires students to think analytically about the consequences of change and how we can manage science and technology to address the social justice issue you've chosen as a theme for your webquest. Students may, for example, gain the knowledge to analyze issues such as the protection of privacy in the age of the Internet; electronic surveillance; the opportunities and challenges of genetic engineering; artificial intelligence; and other findings and technologies with implications for beliefs, longevity, and the quality of life and the environment. [For you, does the webquest address candidates' understanding of the concept that changes in science and technology have impacted humans? If it only addresses candidates' capability to utilize technology in the assignment that would not be sufficient to meet the needs of the standard.]

NCSS 9: The webquest task requires students to think systematically about personal, national, and global decisions, and to analyze policies and actions, and their consequences. Students also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, or global ecology. [For you, how does the webquest indicate candidates' understanding of the concept that

changes in communication, transportation, or trade have more closely tied the interests of humans around the world?]

Webquest - Wiki Evaluation Rubric

Name: _____   Date: _____

	3 - Exceptional	2 - Mastery	1 – Below Expectations
Overall Visual Appeal & Ease of Use	*Appealing graphic elements included appropriately *The wiki is easy to navigate	*Few graphic elements *The wiki layout is manageable	*Poor use of graphic elements *No variation in wiki layout or typography
Introduction	*Engagingly describes a social issue/problem *Builds on learner's prior knowledge and relates to learner's interests *Prepares learner for lesson by foreshadowing new concepts and principles	*Relates somewhat to the learner's interests *Describes a compelling issue/problem *Makes some reference to learner's prior knowledge	*Purely factual, with no appeal to relevance or social importance *Doesn't prepare the reader for what is to come *Doesn't build on prior knowledge
Webquest Content (x4)	*Webquest requires students to interpret how science and technologies influence beliefs, knowledge, and their daily lives. * Webquest requires students to think systematically about personal, national, and global decisions, and to evaluate policies and actions, and their consequences.	*Directly relates to the content of NCSS Themes 8 and 9.	*Does not relate to the content of both NCSS standard 8 and 9.
Webquest Task	*Requires synthesis of multiple sources of information *Requires students to solve a problem or take action on a social issue. *Requires use of a variety of media [integrates NETS-S]	*Requires analysis of information and/or putting together information from several sources *requires word processing and simple presentation software	*Requires low level thinking to process info and answer questions *requires simple verbal or written response
Webquest Process	*Procedures clearly stated *Activities are age appropriate *Activities meet a range of multiple intelligences, learning styles, and personality types *Different roles and perspectives are required	*Activities may not be age appropriate or meet a range of learning styles. *Some directions given, but missing information *Some separate tasks or roles assigned	*Age and developmental appropriateness is not evident *Steps not clearly stated *No separate roles assigned
Resources	*A variety of resources are provided for student access *Links make excellent use of different modes of information available	*Moderate number of resources used *Some links to information not ordinarily found with a search engine	*Few online resources used *Links leading only to information that could be found in wikipedia

Evaluation	*Criteria for gradations of success are clearly stated in the form of a rubric *Individual and/or group evaluation is clearly described	*Criteria for success is partially described *Individual and/or group grades are not clearly delineated	*No clarity about how students will be judged

Synthesis Paper #4 Questions and Standards for Reflection

1. In what specific ways does the webquest address questions about the most important things teachers need to do to help students prepare for their futures?
2. How do the ideas in the webquest relate to social justice and the core values & vision of the class?
3. How does the webquest relate to NCSS themes 8 **and** 9?

NCSS 8: The webquest requires students to think analytically about the consequences of change and how we can manage science and technology to increase benefits to all. Students will gain the knowledge to analyze issues such as the protection of privacy in the age of the Internet; electronic surveillance; the opportunities and challenges of genetic engineering; test-tube life; and other findings and technologies with implications for beliefs, longevity, and the quality of life and the environment.
[How does the webquest address your understanding of the concept that changes in science and technology have impacted humans? If it only addresses your capability to utilize technology in the assignment that is not sufficient to meet the needs of the standard.]

NCSS 9: The webquest task requires students to think systematically about personal, national, and global decisions, and to analyze policies and actions, and their consequences. Students also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, or global ecology.
[How does the webquest indicate your understanding of the concept that changes in communication, transportation, or trade have more closely tied the interests of humans around the world?]

Synthesis Paper Evaluation Rubric

Synthesis papers will be evaluated and graded on the three level evaluation rubric that follows.

1. Synthesis papers which meet the demands of the assignment will be graded with a **B+ or B**. These synthesis papers will include at least the following:
- Be received **on time**;
- Ideas and comments are offered **in depth**;
- Relate **directly** to course topics;
- Demonstrate mastery of NCSS Themes 8 and 9;
- Demonstrate an **understanding** between past/current/future teaching methods and course readings;

2. Synthesis papers which go beyond the demands of the assignment will be graded with an **A+, A, or A-.** These synthesis papers will include all of the requirements for a B or B+. In addition, **A** level entries:
- Demonstrate **insightful understandings**;
- Offer comments that reflect how your ideas relate to **NCSS Themes 8 and 9**, **technology** standards, and **core values**;
- Include **reflection/transfer**; i.e., "How will this affect me and/or my students when I teach in the future?"

3. Synthesis papers which do not meet the demands of the assignment, will be graded with a **B-, C+, C**. It is likely that these synthesis papers will:
- Arrive **late;**
- Contain **insufficient details**;
- Be **unclear** or not understandable;
- Not demonstrate mastery of NCSS Themes 8 and 9
- Contain only detailed **description** of an issue with no evidence of reflection, synthesis, and/or transfer;
- **Misrepresent** the course readings.