College of
EDUCATION & HUMAN DEVELOPMENT

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

George Mason University

Graduate School of Education

Fall 2013

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Class Meetings: Tuesdays, 4:30-7:10 pm,   Thompson Hall L014

Promoting Learning & Development Across the Lifespan

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 This semester we will examine the following areas of social studies education through the lens of historical content: standards & accountability, curriculum/unit/lesson planning, engaging approaches for teaching social studies, assessment in the social studies, and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.
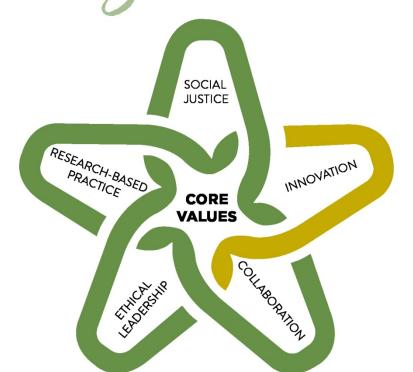
Two main strands drive the course's curriculum. First is an exploration of what history/social studies is and why it is important to teach. This forms the basis and rationale for everything you do in the classroom. The second strand examines how students learn and come to understand history/social studies 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. (ethical leadership, collaboration, content – NCSS – I, II, III, VI, VII, VIII, IX, X)
- 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. (innovation, NCSS I, II, IX)

Students will be able to:

- Engage in critical, reflective discussions of research and practitioner readings. (research based practice)
- 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. (ethical leadership, research based practice, innovation, collaboration, NCSS I, IV)

Dispositions

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions. The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

Commitment to the profession

Promoting exemplary practice

Excellence in teaching and learning

Advancing the profession

Engagement in partnerships

Commitment to honoring professional ethical standards

Fairness

Honesty

Integrity

 Trustworthiness

Confidentiality

Respect for colleagues and students

Commitment to key elements of professional practice

Belief that all individuals have the potential for growth and learning

Persistence in helping individuals succeed

High standards

Safe and supportive learning environments

Systematic planning

Intrinsic motivation

Reciprocal, active learning

Continuous, integrated assessment

Critical thinking

Thoughtful, responsive listening

 Active, supportive interactions

Technology-supported learning

Research-based practice

 Respect for diverse talents, abilities, and perspectives

Authentic and relevant learning

Commitment to being a member of a learning community

Professional dialogue

Self-improvement

Collective improvement

Reflective practice

Responsibility

Flexibility

Collaboration

Continuous, lifelong learning

Commitment to democratic values and social justice

Understanding systemic issues that prevent full participation

Awareness of practices that sustain unequal treatment or unequal voice

Advocate for practices that promote equity and access

Respects the opinion and dignity of others

Sensitive to community and cultural norms

Appreciates and integrates multiple perspectives

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF

EXPECTATIONS:

All students must abide by the following:

Professional Dispositions:Students are expected to exhibit professional behaviors and dispositions at all times.

• Students are expected to exhibit professional behavior and dispositions. See

http://gse.gmu.edu/facultystaffres/profdisp.htm for a listing of these dispositions.

• Students must follow the guidelines of the University Honor Code. See

http://oai.gmu.edu/honor-code/<http://oai.gmu.edu/honor-code> for the full honor code.

Please note that:

o "Plagiarism encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.

2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment."

(from Mason Honor Code online at http://mason.gmu.edu/~montecin/plagiarism.htm)

o Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.

o When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.

o Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.

o Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

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: Posted on black board or provided in hard copy in class
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 <u>student member</u>. Go to <u>www.socialstudies.org/membership</u>. 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 <u>http://</u> <u>oai.gmu.edu/honor-code/</u>
- 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 <u>http://ods.gmu.edu/</u>].
- Students must follow the university policy for Responsible Use of Computing [See <u>http://universitypolicy.gmu.edu/1301gen.html</u>].
- 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 <u>http://caps.gmu.edu/</u>].
- 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 <u>http://writingcenter.gmu.edu/</u>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <u>http://gse.gmu.edu</u>

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 17
Partner Project and Presentation: A) History Through Students' Eyes OR B.) Museum/Historic Site Fieldwork	15%	Oct 1
Reading reflections and Field Experience reflections 4 Reflections	15%	Oct 22 Nov 12 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
1.)Aug 27	Introductions Overview of Syllabus - Assignments What Makes Good Teaching?	
2.) Sept 3	**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
3.) Sept 10	**Teaching Controversial Topics and Current Events** Why and how do we incorporate current events and controversial issues	Readings for today: 1.) Hess, "How do teacher's political views…" 2.) Parker, "Public Discourses in Schools…" 3.) Silverman, "Hot Button Handling…"

	in the curriculum? How do I produce, lead, and manage classroom debate and discussion?	
4.)Sept 17	**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?"
Sept 24	No Class	Work session – interviews/trips for partner presentations
5.)Oct 1	**Museums, Memorials, Historic Sites and** **History Through a Student's Eyes**	**Partner Project Presentations Due**
6.)Oct 8	**Character Education, Community Service and Service Learning** What is the relationship between social studies 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 15	**No class**	Columbus Day holiday
7.) Oct 22	**Assessment and Grading** How can I find out about my students as learners? What is assessment and how do I effectively do	**First Classroom Observation Reflection Due – The Teacher and Instructional Design** Readings for Today: 1.)Travis, Meaningful Assessment 2.) Drake and Nelson, Ch. 6, "Creating Historical

	it? How do I establish a fair grading policy? How do I ultimately prepare students for SOL and AP testing?	Understanding and Communication Through Performance Assessment"
8.) 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?	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"
9.) Nov 5	**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
10.) Nov 12	**Multicultural Education** Guest Speaker What is multicultural education and how do I establish it in my curriculum?	**Second Classroom Observation Reflection Due – The Students** Readings for today: 1.) Delpit, "Education in a Multicultural Society: Our Future's Greatest Challenge" 2.) Banks, "Transforming the Mainstream Curriculum"
Nov 19	**No Class**	Work session – unit plans

11.) Nov 26	**Unit Plan Presentations**	**Unit Plans Due – in hard copy, uploaded to taskstream, and be prepared to share in class – see Drake and Nelson Ch. 5 Lesson and Unit Planning**
12.) 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.

 Every student registered for any Secondary Education course with a required performance-based assessment is required to submit this assessment, (unit plan and web quest) to TaskStream.   Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Unit Plan Assignment

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 – descriptions attached.** You will also include relevant Virginia Standards of Learning. Along with the development of this unit plan, you will also prepare a brief summary/micro-teaching episode to present in class (10 minutes).

As noted in the syllabus, this unit plan assignment will count 30% of your total grade. Unit plans are due in hard copy and presentation on (you will also upload it to taskstream): **Nov 26, 2013**

Below you will find a bulleted summary of the expectations for this assignment, summaries of NCSS themes 1 and 5, and finally, the lesson and unit plan template to guide you in further lesson/unit development.

Unit Plan Assignment Summary
- This unit plan must cover approximately 5-8 coherently connected lessons of instruction (assuming 90 minute classes) – 2-3 weeks of instruction on a block rotating day schedule
- An introductory narrative (1-2 pages) addressing the following must be included:
    - Unit context including general description of students and prior content covered (fictitious, but reasonable – What class? What grade? What unit? What has already been covered?, etc.)
    - Specific unit goals and rationale (What will students know, understand, and be able to do after this unit? Why is this important?)
    - Explanation of how this sequence of lessons addresses each of the targeted NCSS Themes/Standards (specifically 1 and 5) as well as connection to relevant VA SOLs
    - Explanation of how the lessons will promote student learning
    - Rationale explaining inclusion of technology, differentiation, etc.
- A detailed calendar summary of lessons must be included – i.e. describe your specific plan for each day? Include time parameters. Be specific.
- An assessment plan (including formative and summative assessments) must be included (1-2 pages). Describe all of the assessments you plan to use, how you will grade them, and the grade weight. Explain your rationale for the assessment plan you selected.
- 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 presentation of the unit to share with classmates

Your hard copy that you turn in to me will include: 1.) introductory narrative, 2.) detailed calendar summary of day to day lessons, 3.) assessment plan, and 4.) reflective summary. This will also be uploaded to taskstream.

CULTURE

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

Cultures are dynamic and change over time. The study of culture prepares students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture? How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs? How does cultural diffusion occur within and across communities, regions, and nations?

Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place. They will acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various cultural systems.

In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum. Young learners can explore concepts of likenesses and differences among cultural groups through school subjects such as language arts, mathematics, science, music, and art. In social studies, learners interact with class members and discover culturally-based likenesses and differences. They begin to identify the cultural basis for some celebrations and ways of life in their community and in examples from across the world. In the middle grades, students begin to explore and ask questions about the nature of various cultures, and the development of cultures across time and place. They learn to analyze specific aspects of culture, such as language and beliefs, and the influence of culture on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance that are drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

INDIVIDUALS, GROUPS, AND INSTITUTIONS

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.

In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history. Young children should be given the opportunity to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict—for example, the school board removing playground equipment for safety reasons vs. the same equipment being used in a city park playground (i.e., swings, monkey bars, or sliding boards). They should also have opportunities to explore ways in which institutions (such as voluntary associations, or organizations like health care networks) are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge offered by the behavioral sciences and social theory in relation to the ways people and groups organize themselves around common needs, beliefs, and interests.

LESSON PLAN TEMPLATE
SECONDARY EDUCATION PROGRAM

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			

Performance Based Assessment

Complete Lesson Plan

Student Name: _____ Grade Level: _____

Title of Class: _____ Class Level: _____

I.   **Objectives**

- State what students will know and be able to do as a result of this lesson.
  - o   Include cognitive and affective objectives

II.   **Standards**
- List national theme(s) covered in the lesson
  - o   NCSS Theme 7: Production, Distribution, and Consumption
- List state standards covered in the lesson

III.   **Resources and Materials**
- List the texts, equipment, resources, and other materials to be used by the students, including primary source materials and artifacts.
- List the materials, including equipment or tools, used by the teacher in presenting the lesson. Notes about assembling materials, contacting outside guests, or locating additional resources are included.
- Include all relevant supporting materials and student handouts.

IV.   **Learning Activities**
- Activities include introduction, strategies/procedures and closure.
  - o   Introduction – Procedures for activating prior knowledge and student interest.
  - o   Instructional strategies/Procedures – What the teachers and students will do.
  - o   Closure – Describe how the lesson will close.
- Give estimated time for each phase of the experience (introduction, instruction, closure).

V.   **Assessment**
- The procedures and criteria that will be used to assess each of the stated objectives.
- Attach copies of any written assessments (tests, quizzes, homework, rubrics).

VI.   **Rationale for the Lesson: Describe how you have done the following:**
- Technology integration
- Inherent interdisciplinary nature of the plan
- Describe extensions or connections to other lessons.
- Differentiation
  - o   List adaptations that will be made for individual learners (gifted and students with special needs).
  - o   Include multiple learning modes and accessible to students with different learning strengths.
- Developmentally Appropriate
  - o   Objectives and activities are appropriate for the intended grade level.

Performance Based Assessment Rubric–Unit Plan
INTASC Standards and NCSS Theme 1 and 5

	Distinguished 3	Proficient 2	Developing 1	Unacceptable 0	Score
Standard 7: **Objectives**	Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards.	Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	Objectives are missing, unclear, or are unrelated to standards.	
Standard 7: **Standards and Alignment**	Key standards are referenced and integrated into the objectives, learning activities, and assessment(s). Lesson is guided by standards. Standards, objectives, procedures and assessment in lesson plan are completely consistent	Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. Lesson may name many standards instead of focusing on important, key standards. Standards, objectives, procedures and assessment in lesson plan are consistent	Standards are alluded to in lesson, and lesson is related to standards. Standards, objectives, procedures and assessment in lesson plan are somewhat consistent. Lesson may not name relevant key standards.	No standards are mentioned in lesson. Lesson is not related to standards. Standards, objectives, procedures and assessment in lesson plan are inconsistent	
Standards 5, 6 & 7: **Resources & Teacher-Created Supporting Materials**	Resources needed are included in plan, and notes about assembling materials, contacting outside guests, or locating additional resources are included, as well.	Resources needed for this lesson are included in plan. Supporting materials and student handouts are clear and complete. Materials enhance lesson.	Some resources needed for this lesson are not included in plan. Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance	Many resources needed for lesson are not included in plan. No supporting materials are included.	

	Supporting materials and student handouts are clear, complete, and cogent.. Materials enhance lesson significantly.		lesson.		
Standards 4 & 5: **Instructional Activities**	Activities include introduction, strategies/proced ures and closure, and provide a logical path to meeting objectives & standards. No activities are extraneous or irrelevant. Plan is highly engaging and motivating.	Activities include introduction, strategies/procedu res and closure, and provide a logical path to meeting objectives & standards. A few activities may be extraneous or irrelevant. Plan is engaging and motivating.	Activities include minimal introduction, strategies/ procedures and/or closure, and relate peripherally to objectives and standards. Some activities are extraneous or irrelevant. Plan is minimally engaging and motivating.	Activities do not include introduction, strategies/ procedures and closure, and are unrelated to objectives. Many activities are extraneous and irrelevant. Plan is not engaging and motivating.	
Standard 8: **Assessment**	Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths.	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths.	Assessment is unrelated to objectives and standards.	
Standards 4 & 6 **Technology Integration**	Technology is appropriately integrated, affordances and constraints of technology support learning outcomes.	Some technology is used; it has limited appropriateness for some learners; preview/preplanni ng is evident in limited manner.	Technology is not appropriately used; technology does not match goals of the lesson; preview/preplanni ng is not evident.	Use of technology is not evident in the lesson.	
Standard 3: **Differentiated Instruction**	Lesson clearly offers appropriate, creative, and well-integrated challenges for	Lesson includes some differentiated instruction for gifted students and students with	Lesson plan includes minimal differentiated instruction, limited to either gifted students OR	No differentiation of instruction is mentioned. No attempt is made to individualize activities for	

	students of all levels, including gifted students and students with special needs. Includes multiple learning modes and accessible to students with different learning strengths.	special needs. Activities are accessible to students using multiple learning modes.	students with special needs. Not accessible to different learning modes and strengths.	learning styles or strengths.	
Standard 2: **Developmentally Appropriate**	All objectives and activities are appropriate for the intended grade level.	Most objectives and activities are appropriate for the intended grade level	Some, but not all objectives and activities are appropriate for the intended grade level.	Objectives and activities are inappropriate for the intended grade level.	
NCSS Theme 7, Production, Consumption and Distribution*	Lesson enables students to develop economic perspectives and deep understanding of key economic concepts and processes through study of economic and sociopolitical systems. Students examine domestic and global economic policy options.	Lesson helps students to develop economic perspectives and understand key economic concepts and processes through study of economic and sociopolitical systems. Students examine domestic and global economic policy options.	Lesson attempts to foster economic perspectives, but does not lead to the understanding of key economic concepts and processes.	Lesson does not foster economic perspectives, and/or does not lead to the understanding of key economic concepts and processes.	
Total					

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 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.