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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

ELED 411 Teaching of Social Studies	ECED 411 Social Studies for all PreK to Grade 4 Learners
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Other
 New Minor Program New Track Catalog Description Change Program Revision

<i>Current program name</i>	<i>Proposed program name, if changing</i>
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>May Ann Lafath</i>	3/30/09
Department Chair(s)	<i>Benjet King</i>	3/30/09
College Curriculum Committee Chair	<i>Joseph Domaradzi</i>	4-27-09
College Dean	<i>May Ann Lafath</i>	4-27-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Dechrist</i>	6-30-09

* where applicable

Received Received
 JUN 24 2009 MAY 01 2009
 Liberal Studies Liberal Studies

II. Description of Change

1. New Syllabus of record

ECED 411–Social Studies for all PreK to Grade 4 Learners 3c-01-3cr

Prerequisites: ECED/EDEX major, Admission to Teacher Education Step 1

I. Catalog Description:

Presents an overview of social studies for all PreK to Grade 4 learners. It includes the study of concepts related to geography, history, economics, civics and government, and citizenship. Prepares teacher candidates to offer classroom instruction to all PreK to grade 4 learners which builds civic competence and enables students to use skills of collaboration, decision making, and problem solving.

II. Course Outcomes

Upon successful completion of this course, the teacher candidate will be able to:

1. demonstrate the ability to build learner curiosity through interesting, challenging, and stimulating lessons and units related to culture; time, continuity, and change; people, places, and environments; power, authority, and governance; global connections; civic ideals; production, distribution, and consumption. *(PDE IIE1, NAEYC 4, CEC 4)*
2. develop learning activities that enhance skills in problem solving, judgment, analysis, and synthesis. *(PDE IIE3c, NAEYC 4, CEC 4)*
3. facilitate collaboration to investigate issues related to the critical areas of the social studies. *(PDE IIE2d, NAEYC 4, CEC 4)*
4. assess student learning in the social studies in a variety of forms. *(PDE IIE1, NAEYC 4, CEC 4)*
5. focus on the integration of reading in the content area and multicultural content to enhance the teaching of social studies. *(PDE IIE2b, IIE3b, IIE4d, NAEYC 4, CEC 4)*
6. develop strategies for effectively adapting instruction in the social studies areas for a variety of learning needs with particular focus on diverse reading levels. *(PDE IIE2d, IIE2e NAEYC 4, CEC4)*

Course Objective	PreK to Grade 4 PDE Competencies	NAEYC/CEC Blended Program Standard	Course Assessment Measuring Objective
<u>1</u>	PDE IIE1	NAEYC 4, CEC4	Motivational Activity
<u>2</u>	PDE IIE3c	NAEYC 4, CEC4	Discovery Trunk, Virtual Field Trip
<u>3</u>	PDE IIE2d	NAEYC4, CEC4	In class activities
<u>4</u>	PDE IIE1	NAEYC3, CEC8	Quiz 1,2,3; Discovery Trunk, Virtual Field Trip
<u>5</u>	PDE IIE2b, IIE3b, IIE4d	NAEYC4,CEC4	In class activities
<u>6</u>	PDE IIE2d, IIE2e	NAEYC4, CEC7	Discovery Trunk, Virtual Field trip

III. DETAILED COURSE OUTLINE

Week	Tentative topic	Assessments
Week 1	Using food, clothing, and shelter as starting points with young learners Historical perspectives and traditions around food, clothing, and shelter	
Week 2	Family and cultural celebrations Using the arts as benchmarks for teaching Using critical events as benchmarks for teaching	
Week 3	Teaching with realia and photographs Teaching with documents Changes in clothing through time	Quiz 1
Week 4	Geographic perspectives Farming and food production Climate Products for making clothes	Motivational Activity Due
Week 5	Civic perspectives Types of housing Changes in housing over time, Types of communities	Virtual Field Trip Destinations Identified
Week 6	Economic perspectives Production and consumption of food Clothing and shelter	
Week 7	Maps and globes as tools of "space and place" From my room to the world Moving from home to school Moving goods from Pennsylvania to the world	Quiz 2
Week 8	Mapping our families, Using childhood to teach history	Individual Conferences regarding Virtual Field Trip Research Progress
Week 9	Time and change	

Week 10	Pioneers of all kinds Discoveries & reconstructing the past	
Week 11	Economics Money Bartering and currency The concepts of want and need Supply and demand Scarcity	Virtual Field Trip Due
Week 12	Government: Rules and laws in our homes, Rules and laws in our classroom and school Expanding regulations to local, state, national government Understanding how rules and laws keep us safe	
Week 13	Civics: Justice, Fairness, and Equity Community Collaborative problem solving Volunteerism	
Week 14	Rights and responsibilities Being a citizen in my family Being a citizen in my community Expanding understandings	Discovery Trunks Due
Week 15	Sharing our research	Quiz 3 as FINAL EXAM

IV. EVALUATION METHODS

Participation/In-Class Assignments- 50 points Overall course grades will reflect active participation and completion of in-class assignments. Text materials will assist in understanding the benefits associated with collaboration and student-centered instruction. This course is

intended to model the same type of collaboration that is encouraged for use with PreK to Grade 4 students. It is essential that teacher candidates learn how to structure cooperative and team learning tasks, divide responsibilities, and facilitate accountability. In-class assignments are impossible to make up. Quick writes and quizzes may be given related to the assignments for the class session.

Creation of Discovery Trunks 100 points

Teaching with realia and artifacts is a significant element of effectively engaging young learners in the social studies. Teacher candidates will identify a developmentally appropriate topic and develop a thematic Discovery Trunk around that topic. The Discovery trunk can serve as a centerpiece in field based classroom teaching for the PreK to Grade 4 learner and should incorporate an articulated research based rationale, artifacts and realia that engage learners and increase curiosity regarding the topic, activities and extensions for individual and group learning tasks, and literature, maps, and pictures that support the learning. Appropriate examples and a rubric will be shared in class.

Motivational Activity 50 points

Create a motivational activity for a topic typically taught in the elementary social studies curriculum. These topics will be drawn from Pennsylvania PreK to grade 4 curricula and assigned to students. This ten to fifteen minute activity should draw students into wanting to learn about this particular social studies topic. This activity should arouse students' curiosity about, and enthusiasm for, the topic to be studied and should demonstrate the teacher candidate's ability to (1) utilize a variety of strategies to engage learners (2) engage various learning modalities (3) provide developmentally appropriate content and pedagogy.

Quizzes 3 @ 50 points each

There will be three quizzes throughout the semester to assess teacher candidates' learning from class notes, required readings, and additional readings and class materials as assigned.

Adapted Virtual field trip 100 points

Utilizing technology to assist all young learners is an important element of social studies instruction. Many young learners have never been to a museum, national monument, or historic site. Create a series of learning activities around a virtual field trip that you can design for a group of either PreK, K-1, or grade 2-4 learners. Identify the site, explore the virtual possibilities, develop the learning goals and objectives, and create a series of three lessons to engage your target audience. You will also design an assessment for the virtual field trip. Specifics of the assignment and a rubric for its assessment will be provided in class.

V. EXAMPLE GRADING SCALE

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

VI. ATTENDANCE POLICY

Regular attendance, completion of assignments and tests, and participation during class sessions are required for course content, skill acquisition, and competency in teaching social students content areas. Attendance will be taken in every class. Students are allowed 3 hours of absence by university policy. Additional absences will result in a lowered course grade unless the emergency or illness can be documented with a medical excuse or documentation by an authority.

Additional Policies

All assignments, projects, tests, and presentations must be completed by the due date. Assignments will be reduced by one letter grade for each calendar day they are late. Assignments must be typed, unless otherwise specified. **Assignments prepared for other courses cannot be used to meet the requirements for this course.**

Students should come to class having read the assigned material and prepared to engage in classroom activities that demonstrate their preparation and willingness to learn. Failure to be prepared will negatively affect course grades. **Bring your text materials to class each session.**

Employ professionalism throughout all classroom sessions. Be encouraging, kind, and respectful to others. Resource and reference materials must be appropriately acknowledged and documented. No credit will be received for plagiarized assignments. Students involved in breeches of this policy will be subject to disciplinary action as defined in the Academic Integrity Policy in the Undergraduate Catalog.

Students with Disabilities:

Adaptations will be made to accommodate students with special needs, with appropriate documentation. Students with these concerns should confer with the instructor during office hours at the beginning of the semester to discuss accommodations needed. For further information, refer to the Undergraduate Course Catalog on support provided through the Disability Support Services in Pratt Hall (724-357-4067).

Academic Integrity Policy:

The Academic Integrity Policy described in the IUP Undergraduate Catalog will be followed in this course. This policy explains that members of the IUP academic community are expected to accept responsibility for academic integrity and honesty, and considers academic dishonesty unacceptable.

It is further expected that all assignments and work conducted by the students in this course are authentic and original, with proper citations as appropriate. Cheating and plagiarism are unacceptable and will result in a score of zero for the assignment or exam. Further descriptions of the types of violations against academic integrity are detailed in the Undergraduate Catalog and include additional penalties depending upon the situation.

VII. POSSIBLE TEXTBOOKS AND MATERIALS:

- Alleman, J., & Brophy, J. (2002). *Social studies excursions, K-3 (books 1-3)*. Portsmouth, NH: Heinemann.
- Cordeiro, P. (1995). *Endless Possibilities: Generating curriculum in social studies*. Portsmouth, NH: Heinemann.
- Goodman, W. (Ed.) (2001) *Living and teaching in an Unjust Word: New perspectives on Multicultural education*. Portsmouth, NH: Heinemann.
- Winston, L. (1997). *Keepsakes: Using family stories in elementary classrooms*. Portsmouth, NH: Heinemann.

VIII. SPECIAL RESOURCE REQUIREMENTS

None

IX. PRELIMINARY REFERENCES

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- Berson, M.J., Cruz, B.C., Duplass, J.A., & Johnston, J.H. (2006.) *Social studies on the internet*. New York: Prentice Hall.
- Carr, J. F., & Harris, D. E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Davis, B. M. (2009) *The biracial and multiracial student experience: A journey to racial literacy*. Thousand Oaks, CA: Corwin Press.
- Fertig, G., & Silverman, R. (2007). Walking and talking geography: A small world approach. *Social Studies and the Young Learner*, 20 (2), 15-18.

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- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH : Heinemann.
- Gonzalez, V. (2009) *Young learners, diverse children*. Thousand Oaks, CA: Corwin Press.
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- Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse Publishers.
- Herrell, A., & Jordon, M. (2004). *Fifty strategies for teaching English Language Learners*. Upper Saddle River, NJ: Pearson.
- Irvine, J.J., & Armento, B.J. (2001). *Culturally responsive teaching: Lesson planning for elementary and middle grades*. Boston: McGraw-Hill.
- Kettel, R. P., & Douglas, N. L. (2003). Comprehending multiple texts: A theme approach incorporating the best of children's literature. *Voices from the Middle*, 11(1), 43-49.
- Ladson-Billings, G. 1994. *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass.
- Ladson-Billings, G. 2001. *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*. San Francisco: Jossey-Bass.
- Ladson-Billings, G. 2004. Foreword. In *"Is This English?": Race, Language, and Culture in the Classroom*, by B. Fecho, xi-xii. New York: Teachers College Press.
- Ladson-Billings, G. 2005. *Beyond the Big House: African American Educators on Teacher Education*. New York: Teachers College Press.
- Levstik, L.S., & Barton, K.C. (2005). *Doing history: Investigating with children in elementary and middle schools*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Liben, L.S. (2008). Understanding maps: Is the purple country on the map "really" purple? *Knowledge Quest*, 36 (4), 20-30.

- Maple, T.L. (2005). Beyond community helpers. *Childhood Education*, 81 (3), 133-138.
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- Mindes, G., & Donovan, M. A. (2001). *Building character: Five enduring themes for a stronger early childhood curriculum*. Needham Heights, MA: Allyn & Bacon.
- Oberchin, K.M. & Morris, R.V. (2006). *50 social studies strategies for K-8 classrooms*. New York: Prentice Hall.
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- Passe, J. (2006). Sharing the “current events” in children’s lives. *Social Studies and the Young Learner*, 19(1), 4-7.
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- Stone, R. (2008) *Best practices for teaching social studies: What award-winning classroom teachers do*. Corwin Press.

- Télez, K. & Waxman, H. (2006). A meta-synthesis of qualitative research on effective teaching practices for English Language Learners In J.M. Norris & L. Ortega (Eds.), *Synthesizing research on language learning and teaching*. Philadelphia: John Benjamins Publishing.
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- Tileston, D. W. & Darling, S. K. (2009) *Closing the poverty and culture gap: Strategies to reach every student*. Thousand Oaks, CA: Corwin Press.
- Zarrillo, J. J. 2004. *Teaching elementary social studies: Principles and applications*. 2nd ed. Upper Saddle River, NJ: Prentice Hall.

Course Analysis Questionnaire
ECED 411

A. Details of the Course

A1. This course is designed for all majors in the ECED PreK to Grade 4/Special Education PreK to Grade 8 major.

A2. This course is one of several courses being revised within the Early Childhood Education/Special Education program revision and does not affect any courses outside the department. This course is required.

A3. This course has not been offered on a trial basis or as a special topic

A4. This course is not dual level and will not be offered as such.

A5. This course will not be offered for variable credit.

A6. Examples of other institutions currently offering a similar course include Youngstown State University *ECE 3780 Social Studies for Young Children*
Mansfield University *ELE 3386 Teaching Elementary Social Studies*
Bowling Green State University *EDTL 325 Social Studies for Early Childhood Teachers*

A7. The content of this course is required by the competencies set forth by the Pennsylvania Department of Education, and by the National Association for the Education of Young Children.

Section B: Interdisciplinary Implications

B1. This course will be taught by appropriately qualified instructors in the PSE department.

B2. This course is independent of other departments and is restricted to the major.

B3. This course will not be cross listed.

Section C: Implementation

C1. Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE's restructured certification guidelines. The preparation and equated workload for this course assignment is 1:1.

C2. No other resources are required for this course. Space, equipment, and library materials are currently adequate to teach this course.

C3. None of the resources for this course are funded by a grant

C4. This course will be offered both fall and spring semesters to accommodate all majors in the Early Childhood/Special Education major.

C5. Currently, there are about 125 majors total in Early Childhood Education, Elementary Education, and Special Education. We hope to enroll the same number of students in the proposed program which will replace the aforementioned areas. Therefore, we would plan to offer 4 to 5 sections of this course each year as enrollment dictates.

C6. Each section of this course will accommodate 20 to 25 students.

C7. No such recommendations are made.

C8. This is not a distance education course

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

No additional information is required

2. Summary of Changes

ELED 411 Teaching of Social Studies	ECED 411 Social Studies for all PreK to Grade 4 Learners
An overview of social studies in elementary school. Includes study of objectives, trends, areas of content, patterns and principles of organization, and techniques of teaching. Variety of learning experiences and materials used and evaluated.	Presents an overview of social studies for all PreK to Grade 4 learners. It includes the study of concepts related to geography, history, economics, civics and government, and citizenship. Prepares teacher candidates to offer classroom instruction to all PreK to grade 4 learners which builds civic competence and enables students to use skills of collaboration, decision making, and problem solving.

This course is proposed to address the Social Studies content standards from NAEYC and PDE. The former ECED 280 previously addressed social studies content, but its new proposed iteration has removed that content moving it specifically into this newly revised course, ECED 411

3. Justification/Rationale for Changes

The mandated changes in certification guidelines from the Pennsylvania department of Education require that the ECED/PreK to Grade 6 program be revised to conform with the new PreK to Grade 4 designation. This IUP program proposal also seeks to blend the ECED/EDEX certification preparation so that all candidates are prepared to teach in inclusive settings.

4. Old Syllabus of Record

ELED 411
SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
Spring 2009

Stouffer 138

Robert Millward
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724 357-5593
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Catalog Description

This course presents an overview of social studies in the elementary school. It includes the study of objectives, trends, areas of content, patterns and principles of organization, and techniques of teaching. A variety of learning experiences and materials are used.

Course Objectives

1. You will learn how to develop interesting, challenging, and stimulating lessons and units that go beyond the basal text. **Standard 2i Connections, Standard 3a Integrating and Applying**
2. You will learn how to develop objectives that enhance skills in problem analysis, judgment, analysis, and synthesis. **Standard 3e Critical Thinking and Problem Solving**
3. You will learn how to organize cooperative groups to investigate issues related to the social studies. **Standard 3d Active Engagement**
4. You will learn how to assess student learning other than using the traditional multiple choice, completion, and true and false tests. **Standard 4 Assessment**
5. You will focus on the concept of cognitive psychology and its relationship to student learning and how various types of technology can enhance the teaching of social studies. **Standard 3d Active Engagement (Standard IA)**

Theme: Injecting Life Into History Through Art, Drama, and Simulations

We will explore issues related to geography, sociology, economics, history, as well as how related topics such as art, music, science are interwoven with historical events.

Student Outcomes Assessment Matrix

COE-ET Conceptual Framework	INTASC Principles	ACEI Standards	Course Objective	Course Assessment Measuring Objective
Planning and Preparation; Instruction; Classroom Environment; Professional Responsibilities	1,5 & 7	2.4, 3.1, 3.4	1	Lesson Plans, Videotaped lesson, Annotated bibliography, Motivational activity
Planning and Preparation	4 & 7	3.3	2	Lesson plans, Videotaped lesson, Learning center
Instruction	5	2.4 & 3.4	3	Quizzes, Quick writes
Instruction	1	4	4	Learning center
Planning and Preparation	4 & 6	1 & 3.4	5	Motivational activity, Lesson plans Videotaped lesson

Course Requirements

(Please note that your videotapes, units, and written analysis may be used to illustrate various teaching techniques in future junior classes)

Requirement #1: Videotape/DVD/ Audiotape a Lesson of you teaching a social studies lesson that presents an example of your best teaching skills. (Plan ahead: Some schools require written permission from parents before you can videotape a lesson. Make arrangements for videotaping during your first visit to your assigned school)

Using the suggested lesson plan format from your pedagogy course:

You must **video tape** one social studies lesson that **exhibits original ideas**. The lesson should be **challenging**, exciting and interesting for your students. The lesson should have the students involved in some form of **application of knowledge**. (Standard 3a Integrating and Applying, Standard 3e Critical Thinking and Problem Solving, Standard 3e Communication, Standard 4 Assessment, Standard 5b Reflection and Evaluation)

I often receive the following message from students who don't plan ahead: Note spelling errors. The lesson was also late.

Hello Dr. Millward.

I am writing about my videotape of my lesson. I had a great deal of difficulty getting my lesson videotaped. My supervisor Dr. _____ witnessed this. Each time I tried to video tape my lesson the battery would not work so I bought a new one for the camcorder then it cut off the last half of my lesson. I have _____ Lesson also on that video tape so I do not know if it just ran out or what. I was wondering if it would be a problem that although the second half was cut off I drop off my supervisors notes on the lesson. It is only about 20 minutes of an art activity and salsa eating that is missing from the video. This was by far my best lesson because I took a great amount of time planning it and preparing for it. I also plan to hand in one of the ponchos a student made so you have an idea what we were doing when the tape stopped working. I taped this lesson on Friday because my teacher changed my schedule and I didn't teach social studies until the last weeks of our experience. I will be dropping off my materials early Monday morning. Let me know if this is a problem or if you have any questions.

A. Along with the video tape or DVD, or audio tape, you need to include a copy of the lesson plan that accompanies the tape.

B. I want you to also include a written analysis of the video-taped lesson and an analysis of your questioning strategy. Finally, assign yourself a letter grade for this lesson along with a written rationale for the letter grade.

1) Your videotaped social studies lesson. This will be completed by the end of your third week in the field.

Approximately 30% of your letter grade.

Analysis of Your Video Lesson:

I presented a lesson that was creative/ original and was enthusiastically received: A lot of thought went into planning the lesson and the students reacted with enthusiasm and asked thought provoking questions.

_____ The lesson was not really original or creative

_____ The lesson was somewhat neutral

_____ This lesson included an Original/ creative Idea

I had a deep understanding of the material being presented. It was obvious that I had read many outside sources and had a substantive understanding of the content. The content went beyond the information contained in the basal text.

Did not have command

Adequate command of

Excellent command of

of the content

content

content

My Oral Communication Skills are: Here I listen for tone, volume, and grammar. Good teachers can communicate effectively.

My Oral Presentation Skills are: Here I am looking for “color.” By color I mean that it is obvious by your enthusiasm, your inflection, and your knowledge of the material that you have a **PASSION FOR TEACHING**. Oral presentation skills are early indicators of outstanding teaching performance. Oral presentation skills are often “hooked” to motivational skills. Too often, I see students write their motivational opening as something like: “Today we will learn about the Southwest.”

An analysis of my Questioning Strategy indicates that:

Facts and recall: These are the typical kinds of questioning strategies that I observe during most lessons. What color was the boy’s dog? How many ships did Columbus have? Who can tell me when the Civil War began? These questions are important because they establish a data base from which students can expand their knowledge. So I expect to see questions that address facts and recall. However, an outstanding teacher will design questions that go beyond facts and recall and these are defined as pursuing type questions

Upper Level questions: This type of question promotes analysis of a problem, judgment, synthesis of information or student pursuing behavior. Student responses to the upper level questions usually require more than one word answers. In fact, the question may have several acceptable answers and result in different solutions. Upper level questioning techniques are often associated with depth of content and a thorough understanding of the material. Upper level questions are early indicators of outstanding teaching.

My Lesson was Challenging—Exciting—Stimulating: Student behavior can be described as attentive, cooperative, and it was very obvious that the teacher’s questioning behavior and creative ideas created a real learning environment.

Content, creative ideas, student participation, worksheets, variety, depth.

Requirement # 2: You are required to develop and teach a series of at least 10 social studies lessons. (Standard 2i Connections, 3bDiversity, 3cCritical Thinking and Problem Solving,3d Active Engagement ,3e Communication) (Often intermediate grades require 10 or more plans) **PLEASE NOTE THAT THIS IS NOT AN ASSIGNMENT THAT CAN BE DONE AS A GROUP. YOU MAY BE TEACHING THIS UNIT WITH A FELLOW CLASSMATE WHO IS ALSO REQUIRED TO TEACH THE SAME UNIT. BOTH OF YOU MUST DEVELOP YOUR OWN UNIT.**

(Follow IUP format for lesson plans)

1. Develop lessons that are innovative/creative as well as challenging for students. Your lessons should **include pre-planned written questions that go beyond fact and recall. Often**

called higher order questions, that require students to analyze, synthesize, or evaluate a social studies concept.

2. One of your lessons (often the last lesson) should involve students in a hands-on experience that promotes an understanding of the concepts, facts, and ideas that have threaded through your unit. Some examples of activities that reflect cognitive learning theory are:

A drama that is written by your students and then presented to an audience. Students might videotape this production. Primary students might design a puppet play about community helpers or local heroes. Primary or Intermediate students might construct a classroom museum related to the unit and invite parents or another class to view the museum artifacts.

Students might create a photographic exhibition of people who work at school, or who work in the community. The photographs could be transformed into a power point presentation that illustrates the concept of community helpers, the work force, etc.

Students, working in cooperative groups might build a scale model of a fort, a town, a castle, etc. The model might represent an important historical event.

Students might conduct a series of interviews of World War II veterans, or the five oldest residents of a community, or peoples' perceptions of _____. Students might develop five specific questions for their interview. The questions might be transcribed and become a feature story in the classroom's newspaper.

3. One of your lessons should promote the use of technology. Technology can include computers, digital cameras, video taping, GPS mapping, etc.

Students might create a videotape that depicts the history of their town, people in the school or community, beauty in architecture, or famous places.

Students might create an innovative power point presentation that uses only pictures and symbols to tell a story of a concept that they have been studying.

Students who are learning about a region of the United States might use the computer to send e-mails to schools within the region to learn about products, climate, famous happenings, and other interesting events.

Teacher might create an innovative power point that is entirely word free. Instead it contains 15 paintings that directly relate to the unit. Or the teacher designs an innovative worksheet that combines pictures and graphs that are related to a problem that the students must solve.

WORKSHEETS AND STUDY GUIDES: I expect you to create your own worksheets and study guides. Most of the prepared worksheets that you find on line focus on facts and most reflect a boring approach to subject.

30% of your letter grade

My evaluation will be based on your organizational structure for the lesson plans, your research into your topic, your original/creative/innovative ideas, your writing skills, and your attention to cognitive learning theory.

What am I looking for when I evaluate your unit lesson plans?

Your lessons are Creative, challenging, and innovative . Lessons that go beyond the basal text. To get an “A”, your unit must develop lessons that reflect cognitive learning theory, cooperative learning, traditional and non-traditional assessment, and ideas that you have found outside of the basal textbook. Worksheets, if they are used, will be creative, stimulating, challenging and original. The worksheet (K-6) will require students to analyze, evaluate, compare, contrast, and synthesize material at their level. I do not want to see the term Introduction and Motivation used synonymously. I prefer motivating openings that begin with such expressions as: We have been studying Life on the Farm for the past three days. Today, I brought in a very old tool that was found on almost all Pennsylvania farms from the 1700’s through the 1930’s. What was it used for, and why is it no longer used today? (Cognitive learning theory and technology)

1 2 3 4 5

Evidence that you vary your teaching strategy. As I review your lessons, I should see a variety of teaching strategies being used. I often see novice teachers begin almost all their primary lessons by having the students come to the front of the room to listen to a story. I often observe novice teachers begin an intermediate social studies lesson with a short review. Although these techniques are fine, I don’t want you to begin every lesson using the same teaching strategy. (Cognitive learning theory and technology)

1 2 3 4 5

Evidence that you have carefully thought about the kinds of questions that you want to ask. Most novice teachers think that questioning strategies come naturally. Yet, when I get written reflections of their written reactions to the videotaped teaching performance, most students write “ I never realized that I asked so many low-level or single response type questions.” They usually go on to say “ I plan to change my questioning strategies in the future.” But saying and doing are two very different variables. If you are going to ask probing type questions, you need to develop the questions in advance. You need to carefully design analysis and synthesis type questions.

1 2 3 4 5

Research your content: Citations are built into your lesson plans. It should be obvious that you have done extensive background reading into your topic simply because your lessons are creative, challenging, and contain content not usually found in the basal text.

1 2 3 4 5

Grammar and Mechanics. I am looking for clear explanations and grammatically correct sentences. Topics should flow smoothly both within and between lessons. Sometimes I review lesson plans that start with map reading on Monday, move to the Midwest on Tuesday, then on Wednesday the topic is Making Steel in Pittsburgh, and Friday culminates in a Jeopardy game. None of the topics or concepts connect.

1 2 3 4 5

Plans are clear and contain enough detail. I should not have to guess at what you intend to teach in a lesson or a culminating activity. For example, here is a sentence that a student wrote in a lesson plan. “Students will have a chance to interview two Civil War reenactors. They will develop their own questions.” The idea is great! However, there are too many details that are lacking. I have no idea of what is expected of the students. What kind of questions will they ask? Should the questions be discussed prior to the arrival of the reenactors?

You need to provide some details such as: “Prior to the arrival of two Gettysburg reenactors, we will devise a list of questions that we might ask about the Battle of Gettysburg. The questions will be divided into three categories labeled Day 1,2, and 3. We will then form sub-categories such as: Army of the North, Army of the South, camp life, uniforms, cannon, etc. We will videotape and photograph the interview and then try to develop a documentary that can be converted to a power point presentation. Each group will be responsible for.....

1 2 3 4 5

Overall Organization and Planning. I am looking for a series of well organized lessons that reflect in-depth planning. What should emerge here is your enthusiasm, and your passion for teaching. Maps, photographs, music, paintings, artifacts, drama, simulations, interviews, and guest speakers are indicators of enthusiasm and passion.

In General: If your procedures are fuzzy the lesson probably will not be effective. Most of the “fuzzy” procedures that I have seen of the past year usually fit in the following space:

1 2 3 4 5

Worksheets, when used are creative and thought provoking. The worksheets are designed by the student and not copied from the basal text or lifted from the internet.

1

2

3

4

5

Requirement # 3 Life in Indiana County in 1909

Approximately 30% of your grade

DUE: FEBRUARY 16, 2009

Oral Communication Skills: Here I listen for tone, volume, and grammar. Good teachers can communicate effectively. (10-minute oral presentation)

Oral Presentation Skills: Here I am looking for “color.” By color I mean that it is obvious by your enthusiasm, your inflection, and your knowledge of the material that you have a **PASSION FOR TEACHING**. Oral presentation skills are early indicators of outstanding teaching performance.

Oral presentation skills are often “hooked” to motivational skills. Too often, I see students write their motivational opening as something like: “Today we will learn about the Southwest.” The man who founded Brownsville was Sam Smith. He had a blacksmith shop on North Sixth Street. The town had 5,000 citizens 100 years ago. His job was to make horseshoes. By 1912 he went out of business because of the new fangled invention called an automobile.

Creative Ideas: Here I am looking for depth of content. Do you know your subject? It is obvious that you did a lot of background reading? Does your presentation reflect substance? If you are working with an intermediate topic or a primary topic, then how can you get students to analyze, synthesize and evaluate information?

Develop an ending (**Conclusion**) that promotes “reflective thinking, or problem solving, or mystery, or the desire to learn more. Don’t end your presentation with the phrase: “I guess that’s it.” “That’s all” “Any questions?”

Research/Depth of Content. You need to write a two to four page paper that describes how you can make 1909 come alive for your students. You will also make a 10-minute presentation that incorporates the use of an artifact that adds interest and challenge to your presentation. You must cite references in your bibliography. I am interested in what you read in newspapers, journals, books, and primary documents. Knowing your background is what makes the subject come alive.

4. Readings, tests, simulations, class discussion, attendance. A subjective appraisal of class participation which can influence your final grade. I expect you to attend all classes. If you miss one class it’s the same as missing 3 one-hour classes. Missing more than one class will have a negative impact on your overall grade.

SEMESTER CALENDAR (Tentative List of Topics)

Theme: Introducing a Social Studies Topic

Week 1

Planning and organizing a social studies lesson
“Living on the Pennsylvania Frontier”
Pre Assessment
Motivational activity
Finding sources of information
Cognitive Learning Theory

"How Do You Make Social Studies Exciting and Challenging?"

Theme: Challenging/Exciting : Drama and History Questions that promote reflection.

Week 2

(January 19)
Example of what I expect you to do for your 1909 Presentation
(Millward)
Logging in Indiana County

Inquiry Lesson Demonstration:

1) Farming 3rd or 4th grade

2) Emancipation Proclamation 5th or 6th grade

Week 3 Simulation: The Murder of Jumonville, Christian (**January 26**)
Frederick Post. Class will have assigned roles and have a chance to then
discuss the activities positive and negative attributes

Week 4 Theme: Basal and Primary sources. For example: What should we teach about
the Pilgrims in Primary and Intermediate Grades? **February 2nd**

Week 6 1909 Presentations on **February 16th**

Week 7 February 16: Theme: Movies, Songs, Paintings, and Photography

Week 8 February 23: Theme: Making a Silent Movie

Week 9 March 9: Theme Maps
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Week 10 March 16: Topic

Unit Plans are due on the last Monday of class

Finals