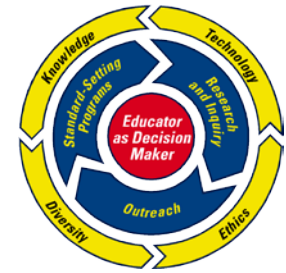


**The University of Akron**  
College of Education  
Department of Curricular and Instructional Studies  
5300: 420-002 (3 credit hours)  
5500: 520-002 (3 credit hours)  
Instructional Techniques in Secondary Education (SS)



<b>Instructor:</b>	Dr. Brad M. Maguth	<b>Section:</b>	002
<b>Office:</b>	Zook Hall, Rm. 032	<b>Building:</b>	Zook Hall
<b>Phone:</b>	330.972.6319	<b>Class Room:</b>	Rm. 034
<b>Email:</b>	<a href="mailto:bmaguth@uakron.edu">bmaguth@uakron.edu</a>	<b>Day/Time:</b>	M/W 7:45-9:50AM
<b>Office Hours:</b>	M/W 10:00AM-1PM, & By Apt.		

## I. COURSE DESCRIPTION

5300: 420 02 Instructional Techniques in Secondary Education: Open to students that have completed certification requirements in all content fields; techniques of planning, instruction and evaluation in various secondary teaching fields (social studies); 3 credits.

5500: 520 02 Advanced Instructional Techniques: Methods of teaching a particular area (social studies) of the middle and secondary curriculum for students in the Master's with Licensure program; 3 credits.

5300: 421 02 & 5500: 521 02 Co-requisite Field Experience: 50 required hours of field experience in secondary social studies settings and completion of field-based assignments.

## II. RATIONALE

### NCSS Programmatic Standard for Courses on teaching the Social Studies (3.1)

*Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses that focus on the pedagogical content knowledge that deals specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.*

The courses should:

- 3.1.1 Be specific to the teaching of social studies and the disciplines from which social studies content is drawn;
- 3.1.2 Engage teacher candidates in an analysis of the purposes of social studies, how to select content appropriate to those purposes, and how to assess student learning in terms of social studies goals;
- 3.1.3 Enable teacher candidates to select, integrate, and translate the content and methods of investigation of history and the social science disciplines for use in social studies instruction;
- 3.1.4 Prepare teacher candidates to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities;
- 3.1.5 Be taught by instructors whose professional experience and education through the graduate level is appropriate both to the content and goals of social studies and to the level of licensure.

[Reproduced from *Program Standards for the Initial Preparation of Social Studies Teachers*, NCSS, December, 2004, 54.]

Drawing upon these NCSS guidelines, this course is designed to help move you through an apprenticeship into the habits of mind and standards of craftsmanship of the social studies. Your apprenticeship begins with content area courses (e.g., history, political science) and general education courses. This course – and the correlated field experience – takes you into applications of the social studies curriculum at the secondary level. Student teaching completes your apprenticeship.

In your first year as a practicing teacher of the social studies (and beyond), your professional learning, clearly, will not end. Professional development workshops and courses will supplement what you are learning about the demands of teaching directly from encounters with students in the secondary school. But, for the most part, your professional learning will be carried out largely on your own, as you become more conversant with the subject matter, respond to students' needs, and become aware of your capabilities and "style" as a teacher.

At the outset, a basic premise of this course should be stated plainly: You, as a future teacher of the social studies, will make crucial decisions about the content knowledge that matters most for the citizenship preparation of the students in your charge (Thornton, 1991). In conjunction with making curricular decisions, you will make decisions about the kinds of instructional strategies, assignments, and assessments that are best suited to helping your students understand the content knowledge, and to helping you determine whether the students *really do understand*. In recent years, the capacity for this decision-making has become referred to as **pedagogical content knowledge** (Shulman, 1986). Advancing your pedagogical content knowledge is the fundamental aim of this social studies course. Not coincidentally, this emphasis squares directly with the UA College of Education's mission: "Cultivating the Educator as Decision Maker."

To achieve this end, two **essential questions** frame this social studies methods course. These questions serve as the around which content knowledge and learning experiences are organized. The essential questions are:

1. How does (or should) the civic mission shape teaching and learning in the social studies?
2. What ingredients go into "meaningful" learning in the social studies?

### III. REQUIRED/OPTIONAL TEXTS

- ✓ Reading and supplementary materials provided by the instructor, in class or electronically via Springboard
- ✓ Center for Curriculum and Assessment, Ohio Department of Education (2002). Academic Content Standards: K-12 Social Studies (required, can be purchased or accessed on-line via Ohio Department of Education website).
- ✓ Ross, E.W. (2006). *The Social Studies Curriculum: Purposes, Problems, and Possibilities*. Albany, NY: SUNY Press. (Graduated Students: Required)
- ✓ Brun, H. (2008). *The World Today*. 7<sup>th</sup> edition. New York: Amsco School Publications, Inc. (Optional)

### IV. COURSE GOALS/OBJECTIVES

Throughout this course, you will have the opportunity to think about the nature of the subject matter contained within the social studies, about the ways in which civic aims influence teaching and learning, and about "what it takes" for secondary students to understand core concepts and to master key skills. Specifically, among other things, you will have opportunities to:

1. Understand some of the civic ambitions people have attached to civic education; and, to formulate your own judgment about what "good education" for citizenship preparation in a liberal democracy entails [NCSS 3.1.2; UA-D2; OSTP 2.1].
2. Understand how the civic mission of the social studies is expressed in the disciplinary foundations of the secondary social studies as envisioned by the National Council of Social Studies and the State of Ohio [NCSS 3.1.3; UA-K1; OSTP 2.1-2.5].
3. Understand how core concepts and enduring issues of society and human nature form the basis of curricular integration in history-study [NCSS 3.1.2; UA-K1, UA-K3; OSTP 2.4, 2.5].
4. Understand the role of content standards in driving the design of classroom curricula, assessment, and instruction to produce outcome-based meaningful learning experiences for students [NCSS 3.1.2; UA-K3 & K-4; OSTP 2.1-2.5, 3.1, 3.2].
5. Develop a standards-based curriculum framework that utilizes central issues, core concepts, and important to know ideas and skills to create an outcomes-based unit plan [NCSS 3.2.3; UA-K1 & K-4; OSTP 3.1-3.5, 4.1].

6. Understand different kinds of assessment strategies (informal and formal) and their uses in determining whether students *really understand* the objectives of instruction [NCSS 3.2.2, 3.2.3; UA-K4; OSTP 1.2].
7. Understand teaching strategies related to skills and habits of mind associated with the social sciences and history (e.g., primary sources, maps, graphs), and ways of differentiating instruction to support the needs of all learners [NCSS 3.1.3; UA-K3, T1; OSTP 1.3, 4.2, 4.7, 4.5].
8. Develop goal-driven lesson plans (and supporting materials) that provide all students effective and engaging learning opportunities [NCSS 3.1.3; UA-K1, K2, K3, K4, T1; OSTP 4.3, 6.1].
9. Justify and defend instructional design decisions [NCSS 3.1.2, 3.1.3; UA-E3; OSTP 4.4, 4.6].
10. Become familiar with a variety of instructional strategies advocated in the professional social studies literature, to reflect upon the efficacy of such strategies, and to engage in classroom discussion with colleagues about them [NCSS 3.1.2, 3.1.3; UA-K3; UA-E2; OSTP 2.2, 6.1].
11. Observe social studies instruction “in action” (field experience and case studies), to identify ideas encountered in this course, and to reflect upon their application [NCSS 3.1.2; UA-K3, UA-E2; OSTP 1.1, 2.1, 2.3, 4.1, 4.4, 5.2, 5.5].
12. Develop a standards based lesson that provides students with the opportunity to draw from best practices in global education, and learn about global cultures and issues inherent for global citizenship.

Objectives	UA Conceptual Framework Proficiencies	Applicable Standards	Assignments/Assessments
1	D2	NCSS 3.1.2 OSTP 2.1	* Curriculum Connections Portfolio * Lesson Plans & Justification Unit Plan Framework
2	UA-K1 UA-K4	NCSS 3.1.3 NCSS 1.1-1.10 OSTP 2.1-2.5	*Curriculum Connections Portfolio * Lesson Plans & Justification *Unit Plan Framework
3	UA-K1 UA-K3 UA-K4	NCSS 3.1.2 NCSS 1.1-1.10 OSTP 2.4, 2.5	* Curriculum Connections Portfolio * Lesson Plans & Justification *Unit Plan Framework
4	UA-K3 UA-K4	NCSS 3.1.2 NCSS 1.1-1.10 OSTP 2.1-2.5, 3.1, 3.2	* Curriculum Connections Portfolio * Lesson Plans & Justification *Unit Plan Framework
5	UA-K1 UA-K4	NCSS 3.2.3 NCSS 1.1-1.10 OSTP 3.1-3.5, 4.1	*Unit Plan Framework
6	UA-K4	NCSS 3.2.2, 3.2.3 OSTP 6.1	* Lesson Plan 3 & Justification *Unit Plan Framework
7	UA-K3 UA-T1	NCSS 3.1.3 NCSS 1.1-1.10 OSTP 1.3, 4.2, 4.5, 4.7	* Lesson Plan 3 & Justification *Unit Plan Framework
8	UA-K1 – K4 UA-T1	NCSS 3.1.3 NCSS 1.1-1.10 OSTP 4.3, 4.6	* Lesson Plan 3 & Justification *Unit Plan Framework
9	UA-E3	NCSS 3.1.2, 3.1.3 NCSS 1.1-1.10 OSTP 4.4, 4.6	* Lesson Plan 3 & Justification *Unit Plan Framework
10	UA-K3 UA-E2	NCSS 3.1.2, 3.1.3 NCSS 1.1-1.10 OSTP 2.2, 6.1	* Lesson Plan 3 & Justification
11	UA-K3 UA-E2	NCSS 3.1.2 OSTP 1.1, 2.1, 2.3, 4.1, 4.4, 5.2, 5.5	*NCSS CC Reports *Lesson Plan 3
12	UA-K3 – K4 UA-D1	OSTP 2.1-2.5, 3.1 NCSS 3.1.2 NCSS 1.1-1.10	*NCSS CC Report *Lesson Plan 2

## V. COURSE OUTLINE

Week	Dates	Topic	Readings
1	January 9 <sup>th</sup>	Introduction and Organization	<ul style="list-style-type: none"> <li>• Course Syllabus, Assignments, and Rubrics</li> <li>• Field Service Handbook</li> <li>• Westhimer: <i>Should the Social Studies Be Patriotic?</i></li> </ul>
	January 11 <sup>th</sup>	Advocacy & The Social Studies Activity -Democratic Citizenship Education -NCSS: What is the Social Studies?	<ul style="list-style-type: none"> <li>• Dewey: <i>Education as a Necessity</i></li> <li>• Ross: <i>Social Studies Teachers &amp; Curriculum (B)</i></li> <li>• Ohio Academic Content Standards for the Social Studies (2002)</li> <li>• Hartoonian: <i>An Ideal Called America</i></li> </ul>
2	January 18	The NCSS Approach to the Social Studies - The State of the Social Studies in Ohio -Advocacy & the Social Studies -Singer: <i>Reclaiming Hidden History</i>	<ul style="list-style-type: none"> <li>• Doppen: <i>State of the Social Studies</i></li> <li>• Maguth: <i>In Defense of the Social Studies</i></li> <li>• Ross: <i>The Struggle for the Social Studies Curriculum (B)</i></li> <li>• NCSS Themes and Standards</li> </ul>
3	January 23 <sup>rd</sup>	Writing Behavior Objectives in the Social Studies -Drawing from Bloom -Rigor, Relevant, and Relationships - Questioning: Higher Level Thinking	<ul style="list-style-type: none"> <li>• Caron: <i>Using Essential Questions to Design Units</i></li> <li>• Singer: <i>Asking the Big Questions</i></li> <li>• Thornton: <i>Why Gatekeeping Matters?</i></li> </ul>
	January 25 <sup>th</sup>	Field Experience Orientation ( <b>No Class:</b> Must be in attendance at your assigned school) -Essential Interdisciplinary Questions -Social Studies Teachers as “Gate-keepers” -Unit Plan Framework Intro.	<ul style="list-style-type: none"> <li>• Vinson: <i>Oppression, Anti-Oppression &amp; Citiz.Edu. (B)</i></li> <li>• Example: DBQ NY Regents</li> </ul>
4	January 30 <sup>th</sup>	History and the Social Studies -Discussion: <i>Best Practices in Teaching History</i> Defined, and its place in the social studies -Technology and History Education -Oral History and Podcasting	<ul style="list-style-type: none"> <li>• Whelan: <i>Teaching History (B)</i></li> <li>• Loewen: <i>History as a Weapon</i></li> <li>• Huerta &amp; Flemmer: <i>Using Student Generated Oral Histories</i></li> <li>• How to Podcast?</li> <li>• Maguth: <i>Online Radio Shows</i></li> </ul>
	February 1 <sup>st</sup>	Newspapers and the Social Studies -(8:30-9:50) Guest Speaker: Rachelle Albrechta --Beacon Journal, NIE Coordinator 1. The opportunities afforded to teachers and students by using newspapers. 2. The Newspapers in Education Program. 3. The unique advantages offered by using the Akron Beacon Journal.	<ul style="list-style-type: none"> <li>• Newspapers as Social Texts</li> <li>• Teaching with Newspapers</li> <li>• Hicks: <i>Bringing the World into the Classroom w/ Newspapers</i></li> <li>• Newspapers in Education (Plain Dealer, New York Times)</li> </ul>
5	February 6 <sup>th</sup>	Individuals, Groups, and Institutions - Discussion: <i>Race, Ethnicity in Social Studies</i> -Sociology: Its Place in the Social Studies Curriculum Activity: BAFA BAFA -Curriculum Development: WWI Unit	<ul style="list-style-type: none"> <li>• Race and the Social Studies</li> <li>• Nelson &amp; Pang: <i>Racism, Prejudice, and the Social Studies Curriculum (B)</i></li> <li>• Rains: <i>The Color of the Social Studies (B)</i></li> <li>• Crocco: <i>The Missing Discourse: Gender &amp; Social Education</i></li> <li>• Film and the Social Studies</li> </ul>
	February 8 <sup>th</sup>	Social Studies and Instructional Media and Technology - Discussion: <i>Technology and Social</i>	<ul style="list-style-type: none"> <li>• Trofanenko: <i>A World of Knowledge (B)</i></li> <li>• Dodge: <i>WebQuests in Social</i></li> </ul>

		<p><i>Studies</i></p> <ul style="list-style-type: none"> <li>-Opportunities &amp; Challenges</li> <li>-WebQuests</li> <li>-Voki, VoiceThread, and Skype in the Classroom</li> </ul>	<p>Studies</p> <ul style="list-style-type: none"> <li>• Heafner: Using Technology to Motivate</li> <li>• Prensky: Digital Natives, Immigrants</li> <li>• NCSS Technology Position Statement</li> </ul>
6	February 13 <sup>th</sup>	<p>Global Connections</p> <ul style="list-style-type: none"> <li>- Discussion: <i>Global Education &amp; Social studies</i></li> <li>-If the World Were 100 People Activity</li> <li>-<a href="http://www.globalrichlist.com">http://www.globalrichlist.com</a></li> <li>-Activity: Global Mindedness</li> <li>-<b>SKYPE</b>: Dr. Yamaguchi (ASU), 9AM</li> <li>-Lesson Design: Instructional Strategies (Student-Centered v. Traditional)</li> <li>-Global Education and Technology</li> <li>--TakingITGlobal, ePals, Newspapers</li> </ul>	<ul style="list-style-type: none"> <li>• Merryfield: The Difference a Global Educator</li> <li>• Merryfield: Decolonizing the Mind (B)</li> <li>• Maguth: Researching, Producing, Presenting</li> <li>• Alger: Global Education Why, For Whom, About What?</li> <li>• Maguth: Global Edu. &amp; Tech.</li> </ul>
	February 15 <sup>th</sup>	<p>Nidaa Discussion on Collaboration</p> <ul style="list-style-type: none"> <li>-Survey &amp; Laptops</li> <li>-What is Science?</li> <li>-Science &amp; Social Studies: Nature of Science</li> <li>-Science in Climate Change</li> <li>*Example: Interdisciplinary, Global Learning Webquest</li> </ul>	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Nature and Science: Science as Evidence Based</li> <li>• Climate Change Reading</li> <li>• Social Studies and Interdisciplinary Teaching</li> </ul>
7	February 20 <sup>th</sup>	<p>Controversial Issues &amp; Working with ESL/ELL Students</p> <ul style="list-style-type: none"> <li>- Discussion: <i>Using Simulations and Debates</i></li> <li>- Best Practices and Resources</li> <li>-Activity: Instructional Methods and Strategies</li> <li>-<a href="http://www.procons.com">www.procons.com</a> &amp; Taking Sides</li> <li>-Deliberation, Debate, and Democratic Education</li> </ul>	<ul style="list-style-type: none"> <li>• Hess: Do Teacher's Political/Controversial Issues</li> <li>• Hess: Gay Marriage Debate</li> <li>• Thornton: Social Studies for ELL</li> </ul>
	February 22 <sup>nd</sup>	<p>Production, Distribution, and Consumption</p> <ul style="list-style-type: none"> <li>-Economics: Its Place in the Social Studies Curriculum</li> <li>-Town Hall Meeting: Are Profits the Only Business of Business?</li> <li>*Review 1 Article: Economist Magazine</li> </ul>	<ul style="list-style-type: none"> <li>• Taking Sides: Are Profits the Only Business of Business?</li> <li>• Schug: Why did the Colonists Fight?</li> <li>• Vargha: Buyer Beware!</li> </ul>
8	February 27 <sup>th</sup>	<p>Visit the Center for Econ. Educ.</p> <ul style="list-style-type: none"> <li>--8:00-9:30am</li> <li>Best Practices in Econ. Educ.</li> <li>*HW: Prepare for MicroTeach (VideoCamera)</li> </ul>	<ul style="list-style-type: none"> <li>• Center for Economic Education Website</li> </ul>
	February 29 <sup>th</sup>	<p>Culture and Cultural Diversity</p> <ul style="list-style-type: none"> <li>-Anthropology: Its Place in the Social Studies Curriculum</li> <li>-<b>Record Micro Teach: Lesson Plan One</b></li> <li>---Zook 401A &amp; Conf. Rm. (7:45-9:00AM)</li> </ul>	<ul style="list-style-type: none"> <li>• Brodsky-Schur: From Fiction to Field Notes</li> <li>• Chrisholm: Archeology in the Classroom</li> <li>• Berkowitz: I Like Those Other Cultures Now</li> </ul>
9	March 7 <sup>th</sup>	<p>Best Practices in Lecture and in Teaching Psychology</p> <ul style="list-style-type: none"> <li>-Activity: Nuclear War Survival Simulation</li> <li>-Best Practices in Teacher-Centered Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Kasschau: How Shall We Teach Psychology</li> <li>• Jennings: Out in the Classroom</li> <li>• Stacey: Good Lecture</li> <li>• Alan Singer's Response to Stacey</li> <li>• Authentic Assessment by Avery</li> </ul>

		*Place Based Activity (Next Week): -Present 1 Field Visit Location in Akron	
	No Class: Spring Break		
10	March 19 <sup>th</sup>	Place-Based Education - Discussion: <i>Place Based Education</i> -Using Your Community as a Learning Laboratory -Teaming and Interdisciplinary Teaching	<ul style="list-style-type: none"> <li>• Maguth: Place Based Education</li> <li>• Ressinger: Local History &amp; Writing</li> <li>• Promise of Place</li> <li>• Stevens: Using Music to Teach</li> <li>• Crowe: What's Math Got to Do With It?</li> </ul>
	March 21 <sup>st</sup>	Place-Based Education (8:00-9:30am) Walking Tour: Downtown Akron	<ul style="list-style-type: none"> <li>• Akron: A Historical Overview</li> <li>• Akron: A Walking Tour</li> <li>• Summit County Historical Society of Akron</li> </ul>
11	March 26 <sup>th</sup>	People, Places, and Environments -Geography: Its Place in the Social Studies Curriculum -Activity: Google Earth Lesson Design: Assessments (Authentic, and Meaningful) Using Simulations in the Social Studies to Stimulate Student Interest - Introduce Fredrick Douglas Debate (Next Class)	<ul style="list-style-type: none"> <li>• Gaudelli: Reconceptualizing Geography</li> <li>• Maps &amp; Map Learning</li> <li>• Using Baseball to Social Studies Geography</li> <li>• Authentic Assessment</li> </ul>
12	April 2 <sup>nd</sup>	Power, Authority, and Governance -Government: Its Place in the Social Studies Curriculum -iCivics.org -Activity: Arguing with Fredrick Douglas Class Debate	<ul style="list-style-type: none"> <li>• Mathison, Ross, &amp; Vinson: Defining the Social Studies Curriculum (B)</li> <li>• NAEP 2010: Civics Report</li> <li>• Cohen: Fredrick Douglas Debate</li> <li>• Video Games and Civics</li> <li>• Constitution Day</li> </ul>
13	April 9 <sup>th</sup>	*Ohio Center for Law Related Education (Mr. Jarred Reitz)	<ul style="list-style-type: none"> <li>• Ohio Center for Law Related Education Website</li> </ul>
14	April 18 <sup>th</sup>	Special Issues in Middle School Social Studies - Discussion: <i>Teaching Middle School Social Studies</i> -Issues and Trends -Zinn Activity: Patriotism & Social Stud. -Middle Level Learner; Comics in S.S.	<ul style="list-style-type: none"> <li>• Dibiasi: Middle School Social Studies on the Block</li> <li>• 2011 Notable Trade Books</li> <li>• Physical Development: Middle and High School Students</li> <li>• Fields: Teaching Middle School Social Studies</li> </ul>
15	April 23 <sup>rd</sup>	The Civic Mission of the Social Studies in a Multicultural, Global, & Technological Age -Civic Education: Ideals and Practices -Under Attack? 2010/14 Academic Content Standards -Graduate Student Presentations	<ul style="list-style-type: none"> <li>• Marker: The Future is Now (B)</li> <li>• Kahne &amp; Wesheimer: Teaching Democracy (B)</li> <li>• Ross: Remaking the Social Studies (B)</li> <li>• Kahne: High Quality Civic Edu.</li> <li>• ODE 2010/14 Social Studies Standards</li> </ul>
16	April 30 <sup>th</sup> (10:00-11:55AM)	Final Examination & Wrap Up -10:00-11:00 (Q&A Student Teachers & First Year Teachers): Kasandra, Adam. -11:00-11:55: Computer Lap Zook 328	<ul style="list-style-type: none"> <li>• How to upload assignments into Tk20.</li> </ul>

\*(B) = Reading located in Ross (2003) *The Social Studies Curriculum: Purposes, Problems, and Possibilities*.

## VI. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

This course is intended to help you acquire the habits of mind and standards of craftsmanship that yield high-quality classroom experiences in the social studies. As such, its center of gravity moves back and forth between “understanding” core concepts at the heart of the social studies curriculum and “applying” those ideas to the development of instructional materials.

To further your understanding of the fundamentals of social studies instructional planning, class sessions will include direct instruction and demonstration in core concepts, teaching strategies, and design models. Regularly, best practices will be viewed and discussed. To apply your understanding, small-group application exercises (with subsequent class debriefing sessions) will be conducted regularly.

Your professional commitment is put into action by what you do to prepare for, and what you do during, class sessions. To enhance the quality of classroom interaction, readings and materials *must be brought to class* on the days assigned. Equally important, for applying what you are learning, informal assignments (in class and assigned as homework) will be required. In class sessions, your willingness to offer thoughts and engage your colleagues and the instructor are crucial. Your success depends greatly on your willingness to do these things.

Affiliated with this course is a school-based field experience. All candidates will be randomly assigned to a location(s) by the Office of Student Teaching and Field Placements whereby candidates are required to accumulate a total of 50 hours observing, tutoring, and teaching in the field. In addition to becoming accustomed to the setting of secondary social studies, the field experience provides the opportunity to witness different kinds of teaching strategies and to reflect upon their efficacy for student learning. Some of your observations will be linked directly to the substance of this course and accompanied by written analyses (see Field Syllabus). Details and forms related to the field experience will be furnished by the Office of Student Teaching and Field Experience and the course instructor. Candidates are expected to complete these 50 hours on their own time outside of class. If you cannot fulfill this requirement you are strongly advised to drop this course (as discussed during our first class meeting).

As the instructor of this social studies course, I offer support and guidance for your success. To aid you, I will discuss gladly, in person, your thoughts, difficulties, and rough drafts of formal assignments. This is your apprenticeship; the burden for the quality of the outcome of your learning and growth, therefore, is yours.

## VII. EVALUATION/STUDENT ASSESSMENT

### A. Assignments

Assignments	Value
Participation & Homework	
• Online Biography	20 pts.
• Discussion Leader	20 pts.
Core Assignments	
Final Paper: Research in Social Studies	100 pts. (Graduate Only: Pass/No Credit)
Unit Plan Framework & Justification	45pts.
✓ NCSS Lesson Plans & Justification	102 (51pts. X 2)
✓ NCSS Curriculum Connections Reports (5)	195 (39pts. X 5)
<b>Points Possible</b>	<ul style="list-style-type: none"> <li>• 482 Graduate Students</li> <li>• 382 Undergraduate Students</li> </ul>

✓ *Depicts assignment to be uploaded to TK20*

- 1. Participation & Homework:** Throughout the course there will be homework assignments that students will be expected to complete. These assignments include an Online Biography assignment and a Discussion Leader activity. The format for these two assignments will be provided. Participation credit is not a “given”; only those who exhibit a high quality of participation will earn full credit.
  - 2. Unit Plan Framework & Justification:** For this assignment, the class will develop, collaboratively, much of the framework of a unit plan. Each student will be responsible for completing the unit plan framework and justifying its design. The format will be provided.
  - 3. NCSS Lesson Plans & Justification:** To demonstrate competence in lesson planning and in the integration of social science concepts, lesson plans will be developed (with supporting materials) and its design justified. The format will be provided.
  - 4. NCSS Curriculum Connections Portfolio:** A collection of five current newspaper articles will be aligned with paired NCSS themes; a reflective analysis of the implications for curriculum and pedagogy will be produced. The format will be provided.
- **Additional Assignment: 5500: 520 Students only:** Master’s-level students are required to do an independent research project that examines, in some depth, scholarly literature in the social studies. The topic must be approved by the instructor, no later than

Week Five (F, 2-10). In week 15, candidates will be asked to give a 10 minute presentation on their research. A 6-8 page paper will be due on the final examination date.

### B. Submission Schedule: Due by Midnight

Week	Date	Assignment	Submission Type
2	M, 1-16	Bio Assignment to be Posted (Replies due by January 23 <sup>rd</sup> )	Springboard
4	F, 2-3	Unit Plan Framework	Springboard
5	F, 2-10	Field Experience Set 1	Springboard
	F, 2-10	Graduate Student Research Paper: Topic MUST be Approved	Springboard
6	M, 2-13	Draft NCSS Lesson Plan 1: People, Places, & Environments	Springboard
7	F, 2-24	CCR: Amish Go Solar	Springboard & Tk-20
8	F, 3-2	Final NCSS Lesson 1: People, Places, & Environments	Springboard & Tk-20
		Draft NCSS Lesson 2: Global Connections	Springboard
9	F, 3-9	CCR: Soup-kitchen Hunters	Springboard & Tk-20
10	W, 3-21	Final NCSS Lesson Plan 2 : Global Connection	Springboard & Tk-20
	F, 3-23	CCR: Zimbabwe Bread Costs	Springboard & Tk-20
11	W, 3-28	Field Experience Set 2	Springboard
12	F, 4-6	CCR: Being Born in Greece	Springboard & Tk-20
		-Draft NCSS Lesson 3: Field Experience ( <i>Must be taught in school</i> )	Springboard
13	W, 4-11	CCR: Turkish Scholars modernize Islam's Hadith	Springboard & Tk-20
15	F, 4-23	Field Experience Set 3	Springboard
		Lesson Plan 3, Reflection, and Teacher Observation Due	Springboard & Tk-20
16	M, 4-30	Hours Record Template (PDF)	Springboard
		5500: 520 Students: Graduate Research Paper	

- ✓ **Note:** Assignments designated for submission via Tk-20 must be submitted by the last class session in Week 16. These assignments are required for the College of Education program portfolio. Failure to submit via Tk-20 by the designated date will result in a loss of course credit for the assignment(s).

### C. Assignment Submission

Submission of formal assignments is expected to reflect an ethos of professionalism. To achieve a grade of **2.0** or **C**, (3.0 or B for graduate students), in addition to meeting expected intellectual standards, all assignments submitted:

- Must meet the specified minimum “well-developed” paragraph or page number (without excessive quotations).
  - Must be relatively free of errors in spelling, grammar, and style.
  - Must be typed, with standard script, 11-12 point font, 1-inch margins, and page-numbering.
  - Must be submitted as called forth by the instructor, as it's the student's responsibility to ensure the **correct version** of the document/artifact has been successfully submitted (in class or electronically).
  - Must be labeled clearly with the title, your name, due date, course number, and instructor's name.
- ✓ Office hours provide the opportunity to seek clarification and guidance.

### D. Grading

The overall grade for this course will be based on the standard 4 point scale used in higher education. Plus and minus indicators will be used (e.g., A- = 3.7, B+ = 3.3). The scale and performance expectations are as follows:

- A 4.0 “excellent quality” . . . “outstanding work”
- B 3.0 “good quality” . . . “clearly above the average”
- C 2.0 “acceptable quality” . . . “minimal work standard”
- D 1.0 “not of an acceptable quality”
- F 0.0 “wholly unacceptable”



Grades on assignments that utilize the three-point rubric common to College of Education program assessments will be determined as follows:

93 - 100% = A	80 - 82% = B-	67 - 69% = D+
90 - 92% = A-	77 - 79% = C+	63 - 66% = D
87 - 89% = B+	73 - 76% = C	60 - 62% = D-
83 - 86% = B	70 - 72% = C-	Below 60% = F

**Assignment Dates** will be strictly observed. Assignments not submitted at the time of the call for papers are considered late. **3.0** is the highest grade attainable for a late assignment. Late assignments will not be accepted beyond one calendar day after the due date which will result in a  $\frac{1}{4}$  point deduction.

**Attendance:** After the GPA has been computed, each unexcused absence beyond **2** instances will diminish the GPA by 1 grade-point milestone (e.g., B+/3.4 reduced to B/3.0 with the second absence, to B-/2.7 with the third absence; up to 8 percentage points per absence). Unexcused early departure and substantially-late arrival will count as absences.

**Excused absence(s)** will only be obtained if the instructor is notified prior to the class session, if the candidate meets with the instructor following the incident, and the candidate provides evidence that corroborates the incident (as specified under university policy). Excused absences will *not* be provided through e-mail or electronic communications but only through face-to-face communication within one week of the incident. The instructor reserves the right to grant excused absences under extraordinary circumstances.

**Tardiness:** A person will be considered tardy if he appears after the calling of the roll has been initiated. **Three** instances of tardiness will be counted as the equivalent of an unexcused absence.

## NCSS Curriculum Connections Reports

### Purpose

The secondary social studies encompass the breadth of the human experience, drawing upon history and the social sciences. One challenge facing social studies teachers, therefore, is learning to utilize the fundamental questions and core concepts at the heart of these academic disciplines to shape classroom curricula and to provide meaningful learning experiences for students. Teacher-candidates are expected to demonstrate their emerging ability to achieve these goals. The NCSS Curriculum Connections reports provide an opportunity.

### Task

- A set of **5** current events articles from the *Christian Science Monitor* newspaper has been assembled by the instructor. Your task is to identify applicable big questions and core concepts from selected NCSS themes and to explain how these are revealed by, or connected to, the contents of the articles. For each of the five current events articles you will prepare a Curricular Connections report that addresses two assigned NCSS themes.
- A set of **5** Curriculum Connections files have been posted on Springboard (Under Content). In the NCSS Curriculum Connections Folder, you will be able to download both the *Christian Science Monitor* articles and the templates to be used in the completion of this assignment. You should download the template, and save it to your computer.
- Respond to each item of the template. As you complete each segment, delete the explanatory text (leave the bolded headings).

### Submission

- For assignment submission, a set of drop-boxes have been created on Springboard. To submit each Curriculum Connections report, upload your file into the designated drop-box.
- During the semester, the **5** reports must be submitted on different dates (listed below and in the course syllabus); one report is to be submitted on each date.
- ✓ This assignment is a required part of the Professional Education Program Portfolio. Therefore, each of the Curriculum Connections reports must be uploaded onto the TK-20 system prior to the end of the semester.

### Schedule

CCR	Due Date	Article	NCSS Theme
1	F, 2-24	Amish go solar – in a simple way	8 – Science, Technology, Society 1 – Culture and Cultural Diversity
2	F, 3-9	In soup-kitchen freezers, more meat from hunters	3 – People, Places and Environments 5 – Individuals, Groups and Institutions
3	F, 3-23	In Zimbabwe bread costs Z\$10 million	7 – Production, Distribution, Consumption 9 – Global Connections
4	F, 4-6	Being born in Greece may not make you Greek	4 – Individual Human Development and Identity 6 – Power, Authority and Governance
5	W, 4-11	Turkish scholars aim to modernize Islam’s Hadith	2 – Time, Continuity and Change 10 – Civic Ideals and Practices

### NCSS Curriculum Connections Report Template

<b>Name</b>	Write your name.
<b>Date</b>	(identified by instructor)
<b>Article</b>	(identified by instructor)
<b>NCSS Theme (1st)</b>	(identified by instructor)
<b>Justification (1st)</b>	In a well-developed response, justify the selection of the NCSS theme. In what ways are the big questions and core concepts of the NCSS theme revealed (or implicated) in the current events article? At least three different “connections” should be made between the article and NCSS Theme.
<b>NCSS Theme (2nd)</b>	(identified by instructor)
<b>Justification (2nd)</b>	In a well-developed response (at least 2 paragraphs), justify the selection of the NCSS theme. In what ways are the big questions and core concepts of the NCSS theme revealed (or implicated) in the current events article? At least three different “connections” should be made between the article and NCSS Theme.
<b>Pedagogical Application</b>	<p>Identify <u>one</u> of the NCSS themes addressed above. Then, identify an appropriate grade level, <u>required</u> course, and OACS in secondary social studies that most aligns to this topic.</p> <p>In a well-developed response, describe how you might organize content knowledge instruction – for a single class session – so that students will perceive the core concepts and big questions of the NCSS theme. This description should include: 1. The listing of an essential question, 2. At least two instructional objectives (drawing from Bloom), 3. A brief description of the activity/instructional methods, and, 4. An overview of any assessments utilized. Activities and methods that encourage higher-level thinking, application, and meaningful learning should be prioritized.</p>
<b>Pedagogical Justification</b>	In a well-developed response, explain how the lesson plan described above represents a robust opportunity for students to engage in “meaningful learning” of social studies content. This justification should draw from at least three class readings/ research in social studies education.

NCSS Curriculum Connections Portfolio Rubric				
Name				
NCSS Theme (1st)				
NCSS Theme (2nd)				
Criteria	1 Unacceptable	2 Proficient	3 Accomplished	Score
<b>Presentation</b>	Fails to use template; items are missing; is hard to read and/or major spelling/grammatical mistakes.	Includes all items in the template; minor grammatical or spelling mistakes.	Uses formatting and line-spacing to enhance appearance. Well written with strong mechanics.	
<b>NCSS Theme Justification (1st)</b>	Fails to align the proper NCSS Theme.		Aligns the proper NCSS Theme.	
	Fails to make any successful references to concepts or questions from the NCSS Theme.	References as least 1-2 core concepts or questions from the NCSS Theme.	References at least 3 core concepts or questions from the NCSS Theme.	
	Fails to successfully reference any core concepts or examples from the article that connect to the appropriate NCSS Theme.	References as least 1-2 core concepts or examples from the article that connect to the appropriate NCSS Theme.	References as least 3 core concepts or examples from the article that connect to the appropriate NCSS Theme.	
<b>NCSS Theme Justification (2nd)</b>	Fails to align the proper NCSS Theme.		Aligns the proper NCSS Theme.	
	Fails to make any successful references to concepts or questions from the NCSS Theme.	References as least 1-2 core concepts or questions from the NCSS Theme.	References at least 3 core concepts or questions from the NCSS Theme.	
	Fails to successfully reference any core concepts or examples from the article that connect to the appropriate NCSS Theme.	References as least 1-2 core concepts or examples from the article that connect to the appropriate NCSS Theme.	References as least 3 core concepts or examples from the article that connect to the appropriate NCSS Theme.	
<b>Pedagogical Application</b>	No NCSS Theme is stated/aligned, or there are less than four of the required six components in the provided descriptive overview.	Only provides partial descriptive information that includes at least five of the required six components. However, NCSS Theme must be stated.	Provides all of the necessary descriptive information: Required NCSS Theme, Grade-level, course of study, the aligned OACS, an essential question.	
	Fails to propose an interdisciplinary essential question, or the presented essential question is unaligned/inappropriate.	Presents an aligned disciplinary perspective, and/or fosters lower-level thinking.	Presents an aligned interdisciplinary essential question that promotes higher-level thinking.	
	Fails to present any well aligned instructional objectives. Or, the objectives fail to align to Bloom's taxonomy.	Presents one to two well aligned instructional objectives that draw on at least two different levels of Bloom's Taxonomy.	Presents at least three well developed instructional objectives based upon varying levels of Bloom's Taxonomy.	
	Fails to provide an overview of a lesson that includes a description of instructional methods employed, assessments, and resources employed.	Provides a general overview of the activity. This includes providing for a description of teacher centered instructional methods, assessments, and resources employed.	Provides a robust description of the activity. This includes provides a description of the application of engaging/student-centered instructional methods, formative assessments/informal assessments, and any resources employed.	
<b>Pedagogical Justification</b>	Neglects the rationale; summarizing or asserting over justifying.	Provides a general description of how the foreseen lesson presents students with an opportunity for "meaningful learning" in the social studies.	Provides a robust description of how the foreseen lesson presents students with an opportunity for "meaningful learning" in the social studies.	
	Fails to justify the selected pedagogy or social studies content to class readings.	Draws from at least 1-2 different class readings in social studies education to justify their pedagogical and content decision making.	Draws from at least 3 different class readings in social studies education to justify their pedagogical and content decision making.	
<b>Points</b>				<b>/39</b>
<b>Grade</b>				

**AYA Social Studies Lesson Planning:  
NCSS Lesson Plans & Justification  
5300: 420 & 5500: 520**

**Purpose**

The secondary social studies encompass the breadth of the human experience, drawing upon history and the several social sciences. One challenge facing social studies teachers, therefore, is learning to utilize the driving questions and core concepts at the heart of these scholarly disciplines to craft lesson plans that provide students meaningful learning experiences. Teacher-candidates are expected to demonstrate their ability to accomplish this goal. This assignment provides the opportunity.

**Task**

Based on the guidelines and expectations of the social studies instructional techniques course, prepare two lesson plans that conform to the discussed and distributed AYA Social Studies lesson plan template. One lesson plan should align to the NCSS Thematic Standard “People, Places, & Environments”. The other lesson plan should align to the NCSS Thematic Standard “Global Connections.” Feel free to include other applicable NCSS Thematic Standards as needed. For each lesson plan, explain how it utilizes the core concepts of the integrated NCSS theme in ways that provide students “meaningful learning” in the social studies.

**A. Lesson Plan:** The lesson plan must:

- Be created within the template provided for AYA Social Studies.
- Meet the instructor’s specifications of grade-level, topic selection, and instructional design.
- Provide students a robust encounter with social science subject-matter.
- Integrate social science concepts and questions into identified NCSS Themes.

✓ **Note: Instructional Design\***

Grade Level: 10<sup>th</sup> Grade

NCSS Themes: To Be Provided

Lesson Topic: Your choice

Instructional Design: Lesson Plan 1(People, Places, & Environments) should include a modified Interactive Lecture, organized around a teacher-guided analysis of at least one complex primary source. Lesson plan 2 (Global Connections) will be an interdisciplinary/ internationalized lesson that must be constructed collaboratively with your assigned partner in secondary science education. You and your partner will be asked to construct a webquest centered on a global issue.

**B. Justification**

Explain how “meaningful learning” is promoted in the lesson plan. Address the following aspects (at least one paragraph per bullet):

- How the content knowledge is organized around and through core concepts of the integrated NCSS theme;
- How the teaching strategies promote students’ understanding of core concepts of the integrated NCSS theme

\* **Lesson plans that fail to conform to the specified design will not be accepted.** The design has been specified to ensure that your lesson plan meets NCSS criteria for authentic and “meaningful” learning. As incorporated into the *PASS* professional development program, these criteria are identified in italics in the left-hand column of the rubric.

**Submission**

- The lesson plans must be submitted on the date listed in the course syllabus.
- To submit the lesson plans for course evaluation, upload your file into the designated Springboard drop-box.
- This assignment is a required part of the Professional Education Program Portfolio. Therefore, it must be uploaded onto the TK-20 system prior to the end of the semester. Each lesson plan should be saved in a WORD file. Lesson one should be titled as “NCSS-Lesson-People-your-last-name” (Ex. NCSS-Lesson-People-Maguth). Lesson two should be titled as “NCSS-Lesson-Global-your-last-name” (Ex. NCSS-Lesson-Global-Maguth).

## Lesson Planning Template: AYA Social Studies

**YOUR NAME:**

<b>LESSON TITLE:</b>		<b>SUBJECT AREA:</b>	
<b>GRADE LEVEL:</b>		<b>TIME ALLOCATION:</b>	
<b>STANDARDS (Ohio)</b>	List the standards, benchmarks, and indicators of the Ohio Academic Content Standards that are targeted in the lesson.		
<b>STANDARDS (NCSS)</b>	<i>To Be Provided</i>		
<b>ACADEMIC LANGUAGE (Pedagogical &amp; Content):</b> List the key content terms and pedagogical terms students needs to be familiar with to successfully complete this lesson.			
<b>OBJECTIVES</b>			
<b>A. "Important to Know"</b> <i>-Present as outcomes, and draw from language of the OACS in Social Studies.</i>		<b>B. "Important to Do"</b> <i>-Present as outcomes, and draw from different levels of Bloom's Taxonomy.</i>	
<b>PROCEDURES: OVERVIEW</b>			
<b>Essential Interdisciplinary Question:</b> <i>What is the big question that drives the lesson, and how will students have to integrate knowledge from different disciplines to answer it?</i>			
Outline (in sequential order) each section of the lesson			
1. Anticipatory Set ( <i>How will you activate student prior knowledge? What "hook" will you use entice student interest?</i> )			
2. Inform Learner of the Objectives ( <i>How will you inform the learners of the objectives?</i> )			
3. Pre-Assessment ( <i>How will you assess student initial knowledge and experience?</i> )			
4. Presentation of Content ( <i>How will new content be presented? If students will be placed in groups, how is grouping determined?</i> )			
5. Providing Feedback ( <i>Through what means and by whom will students receive written and verbal feedback?</i> )			
6. Assessing Student Learning ( <i>Attach rubric/checklist/ scoring system for each formative assessment</i> )			
a. Formative assessments ( <i>Describe assessments used during instruction. Must include all formative assessments under supplementals, and any scoring rubrics, checklists, or answer keys</i> )			
b. Informal assessments ( <i>List key questions to be used</i> )			
c. Summative assessment ( <i>Just provide a description of this assessment at the end of unit. If you use a test or quiz, what will the format of the test be and how will it be administered?</i> )			
7. Closure ( <i>How will you bring this lesson to a close? Final Reminders?</i> )			
<i>Next to the header list the amount of time needed for this portion of the lesson.</i>			
<b>ASSESSMENT:</b> <i>Describe in what way(s) the lesson's assessments are aligned to Ohio and NCSS Standards. In what areas does the lesson align well, and where is alignment weak? Finally, describe the authenticity and real world application for the enlisted assessments.</i>			
<b>DIFFERENTIATED INSTRUCTION:</b> <i>How have you differentiated instruction based upon individual student and subgroup needs? How will this lesson draw from the different interests, experiences, and "intelligences" of learners? What accommodation and modifications have been made for students on IEPs,504s, and with special needs? Finally, how does this lesson plan draw from students' learning and performance to close the achievement gap?</i>			
<b>RESOURCES/SUPPLEMENTAL MATERIALS</b>			
<b>A.</b> List in sequential order the supporting materials and resources you will need to conduct this lesson.			
<b>B.</b> Attach/upload all the actual documents (e.g., lecture notes/PowerPoint, hand-outs, primary sources, worksheets, overheads, rubrics/checklists) that will be used in the lesson. Do <b>not</b> paste these materials into this box. <i>*The supporting materials should include everything another person would need to implement the lesson. Therefore, lecture notes should present a fairly robust amount of content knowledge, with questions inserted at point of use. Likewise, for discussions, anticipated guiding questions should be listed; for other teaching strategies, specific cues and directions should be listed at point of use.</i>			
<b>RATIONALE &amp; JUSTIFICATION</b>			
Drawing from content standards and research/literature in social studies education, justify the following:			
<b>1.</b>	<b>Content:</b> <i>Justify the selected content and core concepts. Why is this content important to teach students? Draw from at least two in class readings in social studies education.</i>		
<b>2.</b>	<b>Pedagogy:</b> <i>How does the employed teaching strategy further students' understanding of content knowledge? How does this lesson integrate technology meaningfully? Finally, what research/scholarship supports your selected instructional delivery methods? Draw from at least two readings in education or social studies education.</i>		
<b>References:</b> <i>List all references here in APA format.</i>			

## Rubric: Lesson Plan 1 & 2

Name				Date		
Lesson Plan:						
Criteria	1 Unacceptable	2 Proficient	3 Accomplished			
<b>Presentation</b>	Fails to complete template; fails to delete explanatory text; error-filled prose	Uses template functionally; few errors in prose	Uses formatting and line-spacing to enhance appearance; error-free			
<b>Ohio Std.</b>	Ohio standard items are absent or are identified inaccurately	Standard(s), benchmarks and indicators are cited correctly but fail to list additional alignment areas.	Standard(s), benchmarks and indicators are cited fully in more than one content area.			
<b>NCSS Std.</b>	Are absent or are identified inaccurately	Are appropriate for the content	Target the most significant disciplinary themes			
<b>Resources</b>	Resources are not properly identified or absent.	Only partial resources are listed for the implementation of the lesson by either the teacher or student.	All resources necessary to implement the lesson listed (for both student and teacher)			
<b>Academic Language</b>	Are absent; are too numerous for focusing the lesson; or, are identified inaccurately	Lists the key content terms or the pedagogical concerns necessary for students to master the lesson.	Lists the key content terms and pedagogical concerns necessary for students to master the lesson.			
<b>Behavioral Objectives</b>	Are absent or only identifies important to know content <i>or</i> important to do skills.	Target some “important to know and do” content and skills;	Present a comprehensive profile of “important to know” content and “important to do” skills			
	Fails to display awareness of higher order thinking	Display some regard for higher order thinking	Indicate that higher order thinking is a priority			
<b>Essential Interdisciplinary Question</b>	Fails to present an essential question; And/or, the essential question is presented as a closed-ended question that fosters no higher-level thinking.	A robust question is presented and only partially aligns to standards; or, the question is aligned to standards but presents students with only partial opportunities to integrate knowledge or think at higher-levels.	Presents a robust question aligned to standards and drives the lesson whereby students think at higher-levels to draw from many difference disciplines.			
<b>Procedure</b>	Lack descriptive detail; fails to identify distinct learning activities	Include sufficient detail to comprehend the action; fill the session with at least three distinct learning activities	Provide robust descriptions of at least two learning activities that are book-ended by a “hook” and “close”			
	Feedback is only provided verbally. Or, feedback is only provided sparingly throughout the lesson.	Receive only superficial feedback (either verbal or written) from the instructor or peers; And, the students fail to have the opportunity to apply their improved understanding.	Receive ample verbal and written feedback via assessments from the instructor and/or classmates and have the opportunity to use this feedback.			
	The selected activities and instructional approaches pose significant issues in regards to time-management (either too many or too few activities).	The selected activities and instructional approaches are well situated for the enlisted time frame.	The selected activities and instructional approaches are well situated for the enlisted time allocation; however, the instructor has included back-up plans in case the lesson does not progress as planned.			
<b>Assessment</b>	Formative or summative assessments are missing; Or, Assessments are not aligned to standards.	Formative and summative assessments are clearly described and aligned to standards; however, scoring systems are missing formative assessments.	Formative and summative assessments are clearly described and aligned to standards, and scoring systems are included for each formative assessment. Finally, attention is paid the achievement gap.			
	The formative and summative assessments are inappropriate or fail to display a regard to meaningful or authentic learning.	Either the formative or summative assessments are authentic and provide for meaningful application of understandings.	Both formative and summative assessments are authentic and providing for the meaningful application of understandings.			
<b>Differentiated Instruction</b>	A description of accommodations, modifications, or considerations for providing differentiated instruction is absent or underdeveloped.	A description is provided that outlines ways in which the individual needs, learning styles, and interests of some students are met in this lesson.	A clear description is provided that outlines ways in which the individual needs, learning styles, and interests of all students are met in this lesson.			
<b>Supporting Materials</b>	Are missing or underdeveloped	Are equivalent to an outline or skeleton version of the resources needed to implement this lesson.	Are substantive, with detail and examples that include everything another person would need to implement this lesson.			
<b>Rationale &amp; Justification</b>	Neither the selected content nor instructional approaches are justified by selected readings.	Both the content presented and instructional approaches are justified by drawing from at least one class reading per area. Or, one area is justified by drawing from 2 readings.	Both the content presented and instructional approaches are justified by drawing from 2-3 class readings per area. Technology is infused meaningfully.			
	No references are listed.	References are listed but not in APA format.	References are properly listed in APA format under justification section.			
				<b>Points</b>	<b>/51</b>	
				<b>Grade</b>		

### Rubric: Lesson Plan 3

Name			Date	
Lesson Plan 3 Title				
Criteria	1 Unacceptable	2 Proficient	3 Accomplished	
<b>Presentation</b>	Fails to complete template; fails to delete explanatory text; error-filled prose	Uses template functionally; few errors in prose	Uses formatting and line-spacing to enhance appearance; error-free	
<b>Ohio Std.</b>	Ohio standard items are absent or are identified inaccurately	Standard(s), benchmarks and indicators are cited correctly but fail to list additional alignment areas.	Standard(s), benchmarks and indicators are cited fully in more than one content area.	
<b>NCSS Std.</b>	Are absent or are identified inaccurately	Are appropriate for the content	Target the most significant disciplinary themes	
<b>Resources</b>	Resources are not properly identified or absent.	Only partial resources are listed for the implementation of the lesson by either the teacher or student.	All resources necessary to implement the lesson listed (for both student and teacher)	
<b>Academic Language</b>	Are absent; are too numerous for focusing the lesson; or, are identified inaccurately	Lists the key content terms or the pedagogical concerns necessary for students to master the lesson.	Lists the key content terms and pedagogical concerns necessary for students to master the lesson.	
<b>Behavioral Objectives</b>	Are absent or only identifies important to know content <i>or</i> important to do skills.	Target some "important to know and do" content and skills;	Present a comprehensive profile of "important to know" content and "important to do" skills	
	Fails to display awareness of higher order thinking	Display some regard for higher order thinking	Indicate that higher order thinking is a priority	
<b>Essential Interdisciplinary Question</b>	Fails to present an essential question; And/or, the essential question is presented as a closed-ended question that fosters no higher-level thinking.	A robust question is presented and only partially aligns to standards; or, the question is aligned to standards but presents students with only partial opportunities to integrate knowledge or think at higher-levels.	Presents a robust question aligned to standards and drives the lesson whereby students think at higher-levels to draw from many difference disciplines.	
<b>Procedure</b>	Lack descriptive detail; fails to identify distinct learning activities	Include sufficient detail to comprehend the action; fill the session with at least three distinct learning activities	Provide robust descriptions of at least two learning activities that are book-ended by a "hook" and "close"	
	Feedback is only provided verbally. Or, feedback is only provided sparingly throughout the lesson.	Receive only superficial feedback (either verbal or written) from the instructor or peers; And, the students fail to have the opportunity to apply their improved understanding.	Receive ample verbal and written feedback via assessments from the instructor and/or classmates and have the opportunity to use this feedback.	
	The selected activities and instructional approaches pose significant issues in regards to time-management (either too many or too few activities).	The selected activities and instructional approaches are well situated for the enlisted time frame.	The selected activities and instructional approaches are well situated for the enlisted time allocation; however, the instructor has included back-up plans in case the lesson does not progress as planned.	
<b>Assessment</b>	Formative or summative assessments are missing; Or, Assessments are not aligned to standards.	Formative and summative assessments are clearly described and aligned to standards; however, scoring systems are missing formative assessments.	Formative and summative assessments are clearly described and aligned to standards, and scoring systems are included for each formative assessment. Finally, attention is paid the achievement gap.	
	The formative and summative assessments are inappropriate or fail to display a regard to meaningful or authentic learning.	Either the formative or summative assessments are authentic and provide for meaningful application of understandings.	Both formative and summative assessments are authentic and providing for the meaningful application of understandings.	
<b>Differentiated Instruction</b>	A description of accommodations, modifications, or considerations for providing differentiated instruction is absent or underdeveloped.	A description is provided that outlines ways in which the individual needs, learning styles, and interests of some students are met in this lesson.	A clear description is provided that outlines ways in which the individual needs, learning styles, and interests of all students are met in this lesson.	
<b>Supporting Materials</b>	Are missing or underdeveloped	Are equivalent to an outline or skeleton version of the resources needed to implement this lesson.	Are substantive, with detail and examples that include everything another person would need to implement this lesson.	
<b>Rationale &amp; Justification</b>	Neither the selected content nor instructional approaches are justified by selected readings.	Both the content presented and instructional approaches are justified by drawing from at least one class reading per area. Or, one area is justified by drawing from 2 readings.	Both the content presented and instructional approaches are justified by drawing from 2-3 class readings per area. Technology is infused meaningfully.	
	No references are listed.	References are listed but not in APA format.	References are properly listed in APA format under justification section.	
<b>In-Practice Scores: Cooperating Teacher</b>	Demonstrates no knowledge about students, student development, and/or student diversity.	Demonstrates some knowledge about students, student development, and/or student diversity.	Knows students, and understands student learning, development, and diversity.	
	Lacks a proficient understanding of content area.	Demonstrates a basic understand of content area.	Strong knowledge of content area.	
	Does not incorporate assessments or aligned assessments into their teaching to ensure student learning.	Uses aligned assessments to evaluate student performance but either fails to differentiate or reflect on data to monitor student learning.	Varied assessments (which are aligned to goals) for instruction and evaluation to ensure learning.	
	Fails to plan and/or deliver standards-based instruction.	Plans and delivers instruction that's aligned to state standards and lesson goals.	Plans and deliver effective instruction that uses technology and aligns to state standards and lesson goals.	
	The learning environment was not physically or emotionally safe for all students.	The learning environment was physically and emotionally safe for all students, and few behavior management concerns existed.	Learning environment that promotes high levels of learning and achievement.	
	The candidate failed to clearly communicate to students and/or their cooperating teacher on student learning.	The candidate communicated clearly to students and their cooperating teacher on student learning.	Collaborate and communicate with students, their cooperating teachers, and an administrator/or parent on student learning.	
	The candidate failed to abide by all ethnics, policies, and legal codes for the school/profession and/or failed to outline a goal for continuous professional growth.	The candidate followed all ethnics, policies, and legal codes for the school/profession AND outlined at one two clear goals for continuous professional growth.	The candidate followed all ethnics, policies, and legal codes for the school/profession AND outlined at least two clear goals for continuous professional growth.	
<b>Points</b>				<b>/72</b>
<b>Grade</b>				



## Unit Plan Framework & Justification

### Purpose

Two questions pop up frequently in social studies classrooms: “why are we studying this?” and “why are we doing this?” If students are asking these questions too often, something is wrong. Content goals (“important to know”) may not be prioritized. Assessment strategies may not be well-aligned with content goals. Classroom activities may not be engaging students in the kinds of thinking that foster awareness of the big picture. In this portion of our class, we are learning how to prevent these problems. Creating an issue-centered, goal-driven, assessment-anchored unit of study has been our mission. This assignment provides the opportunity to demonstrate your emergent ability to create this kind of unit plan.

**Task:** This assignment represents the culmination of our collaboratively developed unit plan for Grade 10, United States History on WWII (the effects of the War on the homeland). It has three major components.

- A. Central Issue & Rationale:** Identify the unit’s central issue and justify it in light of established criteria.
  - B. Curriculum Framework:** Create and justify a framework of “important to know” (and “do”) goals for the unit, based upon the Ohio Standards, textbook selections, and other materials.
  - C. Assessment: Document-based Question:** Demonstrate your understanding of assessment’s role as the bridge between curriculum and instruction; this task will be based upon a DBQ provided by the instructor.
- ✓ **Note:** See the template on the next page for specific directions.

### Evaluation

- The criteria checklist for this assignment is on the third page.

**Unit Plan Framework & Justification**

**Name:**

**Essential Question & Rationale**

**Essential Question:** In question-form, identify the central issue that will focus the unit.

**Justification:** Explain how the essential question streamlines the content knowledge. What kinds of content does the theme prioritize and put in the “spotlight”? What content is de-emphasized and left in the shadows? Use selected examples. (2 well-developed paragraph)

**B. Curriculum Framework**

**NCSS Standards:** List all of the NCSS Themes that align to this unit.

**Ohio Standards:** List *all* of the targeted Ohio standard items (strands, benchmarks, and grade-level indicators).

**Understanding – “important to know” – Goals**  
(The student will understand ...)

List 3-4 content knowledge outcomes you want students to learn during the unit. You should draw from The OACS for the Social Studies and their inherent language.

**Skill – “important to do” – Goals**  
(The student will be able to ...)

List *at least 3* main skill/thinking goals you want students to acquire (or practice) during the unit. Feel free to draw from Bloom’s taxonomy.

**Justification: “important to know”**

Select 1 “important to know” goal. Paste it here.

Explain: Why is the selected goal “important to know”? How does it draw together content details into a main idea **or**, why should a person in today’s society know this content? Draw from research in social studies education to justify your conclusion. (1 well-developed paragraph)

**Justification: “important to do”**

Select 1 “important to do” goal. Paste it here.

Explain: Why is the selected goal “important to do”? How will acquiring (or practicing) the skill help students understand the content **or**, why does a person in today’s society need this skill? Draw from research in social studies education to justify your conclusion. (1 well-developed paragraph)

**C. Assessment: Document-based Question**

**DBQ-Central Issue**

Explain: How do the parts of the DBQ align with the central issue? (1 well-developed paragraph)

**DBQ-Goals**

Explain: How did the DBQ’s design influence your selection/design of unit goals? (1 well-developed paragraph)

**DBQ-Instruction**

Select 1 “important to know” unit goal that is incorporated into the DBQ. Paste it here.

Explain: How might you design a lesson so that it targets this unit goal and prepares students for the DBQ? This should provide an overview of a potential lesson teachers could use within this unit. Feel free to include all necessary supplementals (i.e. Worksheets, visuals, handouts, PowerPoints, etc.)

Unit Plan Framework & Justification												
Name						Date						
Criteria						0	0.5	1	1.5	2	2.5	3
<b>Format:</b> All required components are completed; presentation has a professional appearance; prose is relatively error-free												
<b>Essential Question:</b> In question form identifies the central issue that focuses the unit and aligns to the theme of the DBQ.												
Justification: Demonstrates accurately how the essential question highlights/prioritizes particular academic language (both content and pedagogical).												
Justification: Demonstrates accurately how the unit prioritizes particular understandings and de-emphasizes certain knowledge.												
<b>Standards:</b> Provides a well aligned listing of applicable Ohio Academic Content Standards, benchmarks, and indicators in Social Studies.												
Accurately cites benchmarks/indicators from the Social Studies Skills and Methods Standard.												
Accurately aligns the unit to NCSS Standards/Themes.												
<b>Unit Goals:</b> “Important to know” is represented by at least 3 well developed understandings.												
“Important to know” and “Important to do” understandings draw from and incorporate the language of the OACS for Social Studies.												
“Important to do” lists at least three skills that draw from at least two different domains of Bloom’s Taxonomy.												
Justification: Describes the value of the selected content to informed and active democratic citizenship, and uses at least 2 different pieces of literature to support their argument.												
Justification: Describes the value of the selected skill to informed and active democratic citizenship, and uses at least 2 different pieces of literature to support their argument.												
<b>DBQ:</b> Essential Question: Describes how parts of the DBQ reinforce the unit’s central issue. How well is the DBQ aligned to unit objectives?												
Goals: Explanation and examples reveal a robust understanding of how the DBQ shapes curricular choices												
Instruction: Provides an overview of a potential lesson in the unit that is aligned to its goals that will advance student understanding on the DBQ/Summative assessment. Necessary resources for implementation are included.												
											<b>Points</b>	
											/45	
											<b>Grade</b>	

## HOMEWORK ACTIVITIES

### 1. **Online Biography Assignment:** (20 Points)

-Online bios should be posted by 1-16-2012

-Replies to at least two other students' bios should be posted by 1-23-2012

You will introduce yourself to the class through an online posting using the discussion tool in Springboard. Read the instructor's bio, which is the first message in the first discussion topic entitled, "Online Biography Assignment." Think about the experiences you've had that influenced your career aspirations. What was your upbringing like? What sort of implications did this have in your wanting to become a social studies educator? The entire bio should be between 500-1000 words.

Reveal only what you feel comfortable in sharing. Remember only people in our course community have access to Springboard and can read what you post. Please, do not allow others to use your access to read our discussions.

I highly recommend word-processing your bio, and not typing directly into Springboard. First, type in your name and list 3-4 words that you would use to identify who you are. Under these headings to develop your bio:

#### 1. Why do you want to teach middle/high school social studies?

Describe those experiences that have led you to wanting to become a social studies teacher. What was social studies like for you as a middle/high school student? What attributes/characteristics make a "good" social studies teacher? Finally, knowing that there's a built up supply of social studies teachers, what back-up plans do you have in-case you don't locate a traditional social studies teaching position?

#### 2. My Educational and Work Background

Describe your education, degrees, and relevant travel or work experience, especially, as they relate to you wanting to become a social studies teacher. What experiences do you have with learning about cultural diversity, educational equity or global interconnectedness? Tell us about your current educational interests and the grade/subjects you want to teach. Where do you see yourself teaching in the future?

#### 3. Citizenship and the World Today

What's the biggest issue facing citizens of the United States today? What role does the social studies play in preparing future citizens for membership in a global, multicultural, and technology age?

#### 4. What I Want to Learn from this Course

Describe what you would like to learn/ take away from this course.

#### 5. Respond to at least two other students' bios by the required date.

## 2. Discussion Leader: (20 pts.)

Each candidate will be paired with a classmate to lead a classroom discussion based on one of the assigned readings. The discussion leaders must work together to plan, implement, and reflect on a teaching segment. Each discussion should last no less than fifteen minutes but no more than twenty. Outside of leading this discussion, the candidates must submit both a Discussion Leader Overview and a Discussion Leader Summary in Springboard.

At least 48 hours before the discussion, the discussion pair must post into Springboard a Discussion Leader Overview. In this overview, the candidates must:

1. List the assigned topic and reading.
2. Provide a description of the employed anticipatory hook.
3. Identify the essential question that will guide the discussion.
4. Describe the instructional method(s) and activities to be employed.
5. Identify the academic language (both content and pedagogical) within the activity.

At least 48 hours after the discussion, the discussion pair must post into Springboard a Discussion Leader Summary. In this summary, the candidates must indicate:

1. What worked well? What didn't work so well?
2. How were you able to differentiate between what worked/did work?
3. In hindsight, if you were to do this activity over, what would you change and why?
4. How well did you and your partner work together? Were you satisfied with their performance?

### Sessions:

Topics for Discussion	Assigned Reading	Date
A. Best Practices in Teaching History	Loewen: History as a Weapon	January 30 <sup>th</sup>
B. Race, Ethnicity, and Discrimination in Social Studies	Chandler: Critical Race Theory and Social Studies	February 6 <sup>th</sup>
C. Technology and Social Studies:	Heafner: Using Technology to Motivate Students	February 8 <sup>th</sup>
D. Global Education and Social Studies	Merryfield: The Difference a Global Educator	February 13 <sup>th</sup>
E. Using Simulations and Debates in the Social Studies	Hess: Gay Marriage Debate	February 20 <sup>th</sup>
F. Place-Based Education	Maguth: Place Based Education	March 19 <sup>th</sup>
G. Teaching Middle School Social Studies	Fields: Teaching Middle School Social Studies	April 18 <sup>th</sup>

## VIII. CONCEPTUAL FRAMEWORK PROFICIENCIES

The University of Akron, College of Education has identified **Educator as Decision Maker** as the theme of our conceptual framework, which has been developed around the core components of professional practice and scholarship identified in the mission statement of the college: **Knowledge, Technology, Diversity, and Ethics**. The theme and components provide direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. It is our goal to provide opportunities to candidates to develop a solid foundation in the identified proficiencies for each of the core components through well-planned coursework. This foundation then transfers into knowledge-based decision making as it applies to **Standards Setting Programs, Research and Inquiry, and Outreach**. Descriptions of the proficiencies are provided at <http://www.uakron.edu/colleges/educ/COE/cf-proficiencies.php>

As you progress through your program, you will find the **conceptual framework** aligned with course objectives. You will also find the **conceptual framework** theme and core components reflected throughout the College of Education. This reflects our commitment to these central tenets and our vision that all of our graduates will be effective **decision makers** throughout their professional careers.

## IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

### A. Student Code of Conduct

All students are expected to adhere to the student code of conduct. For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources: <http://www3.uakron.edu/gradsch/gradbull.html>, then select "General Information" (academic honesty); or, [www.uakron.edu/studdev/conduct.html](http://www.uakron.edu/studdev/conduct.html) (Student Code of Conduct).

Conduct in this course is considered to be predictive of your future behavior as a professional educator. Any behavior that is disruptive to the class, or would be considered as disrespectful or unprofessional, in the secondary school setting is unacceptable behavior. Full, engaged participation in class activities is expected (and rewarded). You will never be penalized for expressing opinions that may differ from those classmates or the instructor. Active thought and discussion are desirable behaviors in an academic setting; they should be coupled with civility and consideration for others.

In the field experience setting, you must dress in a professional manner, and act in a professional manner toward all people with whom you come into contact.

Minor and initial behavioral issues will be handled "in house" between the student and instructor, and in office hours as needed. Unresolved issues will be referred to the Department Chairperson, and then (if still unresolved), a Student Alert form will be filed and actions taken accordingly.

### B. Academic Integrity

Please note your responsibilities for abiding by the standard rules of academic conduct. In a course that involves designing classroom curricula, the potential for plagiarism – intentional or otherwise – is very great.

- It is permissible for you to **substantially modify** and **revise** the learning activities and format of published materials (including items posted on the world-wide web); credit should be given to the author. It is **not** permissible to adopt such materials wholly. If you have doubts about particular uses of published materials, consult the instructor **before** submitting formal assignments.
- Submitting the same document – or substantial portions thereof – in different classes constitutes a violation of academic integrity, unless the affected instructor grant permission in advance.
- Formal assignments that are plagiarized will receive a grade of "F." Beyond this, academic misconduct will be acted upon in accordance with established policy and procedures of the university.

### C. Disability Accommodation

Any student who feels she/he may need an accommodation based on the impact of a disability please consult [www.uakron.edu/access](http://www.uakron.edu/access) and the Office of Accessibility at (330) 972-7928. If a student has been identified with a disability by the Office of Accessibility the student should self-identify and disclose to the instructor a letter of accommodation.

## X. BIBLIOGRAPHY

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*Developed by* Dr. Brad M. Maguth  
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