SED 4200/5200: Major Methods for Social Studies

Oakland University, School of Education and Human services,

Teacher Development and Educational Studies

Course Information

Course number *4200/5200* **CRN** 40773

Fall 2018, Class Location (PH314), 3 Credit Hours

Wednesday/5:30 - 8:50/ September 5 – December 8ᵀᴴ, 2018

Catalog Description: Develops specific knowledge, competencies and skills required for effective teaching in the student's major field. Field placement required. This course is cross-listed with TD 5210. Prerequisite(s): admission to Secondary Education and internship placement.

PROFESSOR INFORMATION

Name: Dr. Anthony Tuf Francis

Office Location: Pawley Hall, 470E

My office hours are on Wednesday at 1:00pm and by appointment.

You can reach me at 248-370-2491 (office) 419-260-7463 (cell) or at akfranci@oakland.edu. Email anytime. I will usually respond within 1-2 hours (write me again if I don't respond within 24 hours). Call if necessary.

Course description: Teaching is a *thinking* practice and therefore we will put thinking in the center of our work together – students' thinking in and about history and the social sciences and teachers' thinking about teaching these disciplines. You have already had experiences as students in history and social science classrooms. But, learning to teach history and the social sciences asks you to *reframe* those experiences, that is, to reconsider teaching and learning from "the other side of the desk." Becoming a teacher of history and the social sciences requires you to learn to think like a history and social science teacher; that involves thinking about *why* you are teaching your subject, *who* you are teaching, *what* you will teach, and *how* you will teach it. Our work together in this course is structured to provide you with some tools to help you answer those questions and teach effectively for student understanding.

Though many people underestimate how difficult it is to teach so that others learn - and how difficult it is to learn to teach well - upon entering the School of Education, you entered a professional school just like the School of Law, or Medicine, or Dentistry, or Nursing. However, compared to those programs, our professional program has a much more limited time to help you develop your professional skills, understandings, and practices. This is but one of the challenges we face in helping you develop your professional practice. Over the past ten years, many people have worked on improving this course for prospective history and social science teachers.[1] This course builds upon that work, and in particular, builds upon your first semester in the program. We will use and reuse ideas, articles, examples, and materials you worked with last semester in the program. Novelty is not the goal. Rather we will revisit ideas to help you develop good habits and skills – and habits only develop through practice. Over the semester, we will consider ways students learn history and the social sciences, the challenges they encounter, and ways teachers might plan and support students in meeting these challenges. Three related *teaching problems* define our work this term:

- **History and social sciences – defining the field** What *are* the social studies? How does learning the disciplines of history and the social sciences contribute to active democratic citizenship?

- **Student learning of history and social sciences** - What does it mean for adolescents to learn social studies? What does such learning look like, and as teachers how can we learn to see it? What makes students' ideas of history and the social sciences similar or different from the ideas of people who are expert in these disciplines? What challenges do learners face? What problems endure and need continual work? Which problems might be "resolved" quickly?

- **Making learning accessible** - How can developing teachers make social studies content accessible to all students? What research-based and experienced-based practices help social studies teachers manage or meet the problems or dilemmas they face in teaching adolescents in this age of accountability? Given the current context for social studies, how can teachers generate coherence for their students and themselves? What practices most effectively support students learning? How can we assess student learning and understanding? What are the "problems" and challenges in teaching the social studies in secondary schools?

Course format: Course meets primarily in a traditional face-to-face meeting. There will be frequent online interaction including peer review and class forums.

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[1] This course and syllabus has been created by many scholars of Secondary History, Social Science, and Literacy Education including Elizabeth Moje, Bob Bain, Lauren McArthur Harris, Deanna Birdyshaw, Darin Stockdill, Tammy Shreiner, Deborah Michaels, Anthony Tuf Francis, Brian Girard, Brett Levy, Kristin Smith, Rohit Setty, Bill Meyers, Paul Perrault, Enid Rosario-Ramos, Michelle Nguyen, Stephen Mucher, Ron Fritz, Mimi Lee

Professor Expectations: Learning to teach secondary students is a challenging and deeply rewarding endeavor. This class will continue your adventure on this path, but teaching is more of a journey than a destination. This course will help you deepen your practical knowledge and skills you need in order to motivate your students and to teach for understanding. In addition, this course will help solidify your knowledge base and skills for success in your full time internship (student teaching). You have already had experiences as students in high school and middle school classrooms. But, learning to teach asks you to *reframe* those experiences, that is, to reconsider teaching and learning from "the other side of the desk." Becoming a teacher of adolescents requires you to learn to think like a teacher; that involves thinking about *why* you are teaching, *who* you are teaching, *what* you will teach, and *how* you will teach it. Our work together in this course is structured to provide you with some tools to help you answer those questions and teach effectively for student understanding.

LEARNING OUTCOMES
Enduring Understandings of the Course

- Social studies, as reflected in history and social science courses, can contribute to democratic citizenship by developing students' historical and civic knowledge, and fostering citizenship practices essential for democracy, such as deliberation, perspective taking and using evidence to reason toward a conclusion.

- Historians and social scientists have developed unique and distinctive ways of knowing the world as demonstrated by the distinctive concepts they use to organize and provide meaning, and by the methods they have developed to build and test arguments, cases and theories. For teachers, understanding the structure of the content they teach is a vital element in instruction. In short, disciplines have distinctive literacy practices and teachers are more effective when they understand and use these practices in teaching.

- Students are not blank slates, but rather have their own ideas and theories about the social world - past and present. These "pre-instructional theories" may shape what students learn and how they understand the content.

- By understanding the content they teach and being able to probe their students' thinking, teachers can construct a learning environment that maximizes students' understanding.

- Teaching is a thinking practice that involves thoughtful instructional planning and enactment. Planning involves formulating goals grounded in the disciplines, students' understandings and standards; constructing assessments to provide useful evidence of student learning; and then creating engaging, learning activities.

- Disciplinary Literacy is essential in gaining a deeper understanding of history and the social sciences. Students should have a basic understanding of the syntactic and substantive structures of the disciplines in order to be more critical about texts and interpretations of history, and of the world at large.

At the end of this semester, intern teachers should be able to:

- Explain and model content, practices, and strategies, part III (continued from SED3000 & SED4110/5110). This includes:
  - Identifying and structuring (into facts/low level skills and concepts/higher level skills) sophisticated content that is tied to state national or local standards and driven by overarching big ideas.
  - Creating specific learning goals that align with state, national, or local standards.
  - Identifying and using visual and verbal cues/supports that align with ideas.
  - Finding and utilizing multiple representations to reinforce student learning are needed (analogies, examples, modeling thinking).

- Elicit and interpret student thinking before, during, and after instruction, part III (continued from SED3000 & SED4110/5110). This includes:
  - Performing EIIST in an authentic classroom context with a launching question that frames core content and engages student thinking and follow up questions that trace an arc of core content, intentionally follows key attributes of sophisticated ideas and concepts.
  - Following student thinking on multiple dimensions, parting from script when appropriate, but returning to script when sufficient information is gathered.
  - Describing student thinking about core content, using evidence from the classroom artifacts and recognizing and identifying common patterns of student thinking in a content domain.

- Appraising, choosing, and modifying meaningful tasks for students based on specific objectives for learning (continued from SED4110/5110). This includes:
  - Writing clear learning objectives based on state, national, local standards/expectations.
  - Finding and modifying learning activities (tasks and texts) to align with clear learning objectives.
  - Giving clear instructions to students with learning goals evident.
  - Utilizing core disciplinary elements for student task and text use and production (reading and writing in the discipline).

Syllabus, SED 4200/5200, Professor Anthony Tuf Francis, Fall 2018

○ Finding age and content appropriate historical and social scientific texts, modifying those texts, and aligning activities with specific learning goals

● Assessing Student Learning within during and at the conclusion of lessons, formative assessment. This includes:
   ○ Aligning clear learning objectives based on state, national, local standards/expectations with assessments that provides rich data, modifying assessment to better match specific learning goal if necessary.
   ○ Intern will be able to evaluate student attempts on the assessment, citing criteria for making decisions, and determine larger trends of student understanding in group of students.
   ○ Intern will be able to determine appropriate and specific next teaching moves, citing evidence from student assessment in their reasoning.
   ○ Having students use content in making historical/social scientific arguments, narratives, explanation (have Teaching Interns design assessments that require their students to construct disciplinary knowledge rather than reproduce it).

● Leading Group Discussion. This includes:
   ○ Structuring content around ideas/concepts, prepare it for group discussion.
   ○ Crafting a short discussion trajectory (5-10 minutes) around core content, including writing rudimentary launching question to frame discussion and an arc of questions to follow content.
   ○ Following student thinking within discussion, parting briefly from planned script.
   ○ Including multiple participants in discussion.
   ○ Finding and analyzing historical and social scientific content appropriate for classroom discussion. Then, preparing that content for discussion.

The InTASC Standards associated with this course are:

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

TEXTBOOKS AND MATERIALS

(1) There are two required texts for this course:

Buehl, Doug. *Classroom Strategies for Interactive Learning*, 4th *Edition*. (Newark, 2014).

Wiggins, G. P. & McTighe, J. (2005). *Understanding by design (2nd Edition)*. Alexandria, VA: Association for Supervision and Curriculum Development.

There are also many recommended texts that we will read from. All of these other course readings can be found on Moodle.   Some key course readings will be from the books listed below. Although you are not required to purchase these books, you may find them useful as reference materials for your career.

Donovan, M.S. & Bransford, J. D. (Eds.). (2005). *How students learn: history in the classroom*. Washington, DC: National Academies Press. (Available FREE online at http://books.nap.edu/catalog/11100.html)

Gronlund, Norman Edward, and C. Keith Waugh. *Assessment of Student Achievement. 9th ed.* (Upper Saddle River, N.J.: Pearson, 2009).

Martorella, P. H., Beal, C. & Bolick, C.M. (2005). *Teaching social studies in middle and secondary schools.* Upper Saddle River, NJ: Pearson Education, Inc.

Willingham, Daniel T. *Why Don't Students Like School? A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for Your Classroom* (San Francisco: Jossey-Bass, 2009).

Wineburg, Sam. *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philedelphia: Temple University Press, 2001).

Other Requirements:

 (2) You SHOULD subscribe as a (student) member to a professional journal/organization. Details below.

 (3) This course and the accompanying field require a Via subscription. Watermark allows you to create and submit course assessments online and allows for long-term storage of projects, documents, and your teaching portfolio. Only one Via LiveText subscription is needed for the length of your program. Therefore, if you already have purchased Via LiveText for another course, you need not purchase an additional subscription for this course. If the purchase of Via LiveText is a hardship for you, please see your instructor. You can find more information https://www.vialivetext.com.

Assignments - Assignments with approximate values are listed below. Complete descriptions and specifications will be provided at least a week in advance and discussed as we move through the term. The following total 100%:

- WITs – Weekly Instructional Tasks. Authentic teaching activities. Collecting artifacts from the field, making arguments about components of key teaching practices (25%)
    - 5% WIT1 (Explaining and Modeling Content)
    - 5% WIT2 (Texts, Tasks, and Learning Goals)
    - 5% WIT3 (Eliciting Individual Student Thinking)
    - 5% WIT4 (Formative Assessment)
    - 5% WIT5 (Leading Group Discussion)
- Journal/Reading Submissions on Moodle (10%)
- Mini-lessons preparation (5%)
- IN CLASS Participation (PBA assessment), attendance, and preparation, in-class (20%)
- ONLINE Participation and preparation (10%)
- Final Lesson Plans for GLTI and GLT2 (10%)
- Final Submission with analysis for GLT1 and GLT2 (20%)

OAKLAND UNIVERSITY GRADING SCALE

SCALE AS OF FALL 2018	PERCENTAGE OF TOTAL POINTS	OLD SCALE
A	94-100	4.0
A-	89-93	3.7
B+	87-88	3.3
B	84-86	3.0
B-	81-83	2.7
C+	78-80	2.3
C	74-77	2.0
C-	71-73	1.7
D+	68-70	1.3
D	65-67	1.0
F	0-64	0.0

Using Moodle and Other Technologies

TECHNOLOGY BACK-UP PLAN

- In the event that your computer crashes or internet goes down, it is essential to have a "backup plan" in place where you are able to log in using a different computer or travel another location that has working internet.
- Any files you intend to use for your course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.

TECHNOLOGY HELP

- For help using Moodle, use the Get Help link at the top of the Moodle page (moodle.oakland.edu).
- For access to technology and in-person assistance, call or visit the Student Technology Center (Link to Student Technology Center: https://www.oakland.edu/stc/).
- For general technology assistance, consult the OU Help Desk (Link to Help Desk: https://www.oakland.edu/helpdesk/).

RESPECT RULES OF NETIQUETTE

a. Respect your peers and their privacy.
b. Use constructive criticism.
c. Refrain from engaging in inflammatory comments.

CLASSROOM AND UNIVERSITY POLICIES

CLASSROOM BEHAVIOR

1. *ACADEMIC CONDUCT POLICY.* All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:
   d. **Cheating.** This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, falsifying data or submitting data not based on the student's own work on assignments or lab reports, or other forms of misconduct on exams.
   e. **Plagiarizing the work of others.** Plagiarism is using someone else's work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit

for someone else's thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.

f. **Falsifying records** or providing misinformation regarding one's credentials.

g. **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.

For more information, review OU's Academic Conduct Regulations. (Link to Academic Conduct Regulations: https://www.oakland.edu/deanofstudents/policies/)

2. *BEHAVIORAL CODE OF CONDUCT.* Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes

a. **Integrity.** See academic conduct policy points above.

b. **Community.** Policies regarding disruptive behavior, damage and destruction, weapons, and animals.

c. **Respect.** Policies regarding harassment, hazing, and sexual misconduct (Link to Sexual Misconduct policy: https://www.oakland.edu/policies/health-and-safety/625/)

d. **Responsibility**. Policies regarding alcohol, drugs, and other substances

See the **Student Code of Conduct** for details. (Link to Student Code of Conduct: https://www.oakland.edu/deanofstudents/student-code-of-conduct/philosophy-and-purpose/)

Accommodation and Special Considerations

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus Disability Support Services (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the Study Aids webpage of Disability Support Services website. (Link to Disability Support Services website: https://www.oakland.edu/dss/)

ATTENDANCE POLICY

You are expected to attend every class and come prepared to participate. While this aspect of responsibility is important for what it signals in terms of professionalism (see below), as students of education you are aware that participation and preparation have further, more important implications for a learner's development. Much of our learning will take place through interactions in class. By engaging with each other in discussions, explanations, critiques, and clarifications we contribute to our own and each other's understandings. The richness of this learning community is something to which we all have the responsibility to contribute; all of your interactions in class should be responsible, timely, thoughtful, and respectful. Participation is not limited to how often you talk or raise questions in class, it also reflects the thoughtfulness of your contributions, as well as being an active listener– tuned in and respectful of others' comments and questions. Meaningful class participation is an important aspect of your final grade. You may be asked to self-assess your participation during the semester. Teacher candidates must communicate with their instructor and their field placement mentor about any absences.

All absences count against your final grade (Excused absences: 2 points for full session, 1 points for ½ class or for tardy. Unacceptable absences: 4 points for full session, 2 points for 1/3 class or tardy). Excused absences are those for which you have a valid excuse with documentation and (1) you notify me in advance of class (by 4pm on the day of class so I can record the class for you); (2) you complete an outline from the recording of class; and (3) you complete all assignments from the class session. If you know you are going to miss a class, talk with me prior to that time so I can record the class session for you (of which you will submit a full outline

of the course). Help me understand why the absence is necessary. Also, make a plan to get the information from that class. You alone are responsible for all content/assignments for the classes that you miss. If an emergency occurs, try to call me at the phone numbers above and leave a voice mail message. In any event, communicate with me as soon as possible so I can audio record the class for you.

Absences for which you have not pre-notified me or absences that are not considered valid become "unacceptable" absences. Unacceptable absences will have a stronger negative impact on your grade: two unacceptable absences can result in a 0.0 grade for the course. In addition, three absences(with valid excuses or not) from the class will significantly lower your grade and even cause you to have to retake the course. Finally, multiple instances of lateness to class can also significantly lower your grade.

Important - Use of cell phones, laptops, or any other electronic device during class for entertainment purposes can negatively affect your grade. Please be professional and respectful to your peers and instructors when using technology in class.

EXCUSED ABSENCE POLICY

This policy for university excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. A student must notify and make arrangements with the professor in advance. For responsibilities and procedures see Academic Policies and Procedures. (Link to Academic Policies and Procedures: https://www.oakland.edu/deanofstudents/conduct-regulations/)

RELIGIOUS OBSERVANCES

Student should discuss with professor at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. See The OU Diversity Calendar for more information. (Link to calendar: https://www.oakland.edu/diversity/calendar/)

ADD/DROPS

The university policy will be explicitly followed. It is the student's responsibility to be aware of deadline dates for dropping courses and officially drop the course. (Link to deadlines for dropping courses: https://www.oakland.edu/registrar/registration/dropornot/)

FACULTY FEEDBACK: OU EARLY ALERT SYSTEM

As a student in this class, you may receive "Faculty Feedback" in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A "Faculty Feedback" e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear. This system is to provide early feedback and intervention to support your success.

EMERGENCY PREPAREDNESS

In the event of an emergency arising on campus, the professor will notify you of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies. Register for Emergency Notification. (Link to register for emergency notification: https://oupolice.com)
- Based on the **class cellphone policy**, ensure that one cellphone is on in order to receive and share emergency notifications with the professor in class.
- If an emergency arises on campus, call the OUPD at **248-370-3331**. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom's red books (hanging on the wall) and at Oakland University Police Department's Emergency Management webpage. (Link to emergency management webpage: https://oupolice.com/em/)
- Review with the professor and class what to do in an emergency (evacuation, lockdown, snow emergency).

Tentative Course Schedule (List Format & Table Format)

List Format

Week 1, (9/5 to 9/11) – Introduction to Instruction 3.

Content: Introduction to Course and course Goals, Defining good

Instruction, high leverage practices.

What is "good" social studies teaching?
What have I gotten myself into?
What is the social studies?
Why should kids learn social studies?

Readings Due: Education for Democracy

Assignments Due: Reading Response from Education for Democracy

Week 2, (9/12 to 9/18) – HLTP1 - Explaining and Modeling Content, Practices, and Strategies

Content:

Review HSL

Why do I need to elicit student thinking?

How do I organize the Content for instruction?

What is metacognition?

Review UBD

What is understanding? What are Big Ideas? What are Essential Questions

What is Assessment?

What is effective planning?

Review Lesson Plan Format

Readings Due: re-read - How Students Learn – Intro & re-read – UBD chapters 1-4

Assignments Due: choose GLT I content and target week with help of

mentor; Journal Response on both writings

WEEK 3, (9/19 TO 9/25) – HLTP1 - EXPLAINING AND MODELING CONTENT, PRACTICES, AND STRATEGIES (CONT.)

CONTENT:

FACTS AND CONCEPTS

WHAT ARE FACTS? WHAT ARE CONCEPTS?

HOW CAN I TEACH COMPLEX HISTORICAL/SOCIAL SCIENTIFIC CONCEPTS TO STUDENTS?

LESSON TYPE: INDUCTIVE CONCEPT FORMATION

ANOTHER LESSON: DEDUCTIVE CONCEPT FORMATION

TEACHING CONTENT CLEARLY

HOW DO I MAKE CONTENT CLEAR AND EXPLICIT WITH VISUALS AND VERBAL CUES?

HOW DO I CREATE POWERPOINTS THAT STUDENTS CAN UNDERSTAND AND ENGAGE WITH?

HOW DO I USE REPRESENTATIONS TO SUPPORT STUDENT LEARNING?

Teaching with Visuals and Representations

READINGS DUE: STACY "IN DEFENSE OF GOOD LECTURING" & WIGGINS, "THE FUTILITY OF TEACHING EVERYTHING"

ASSIGNMENTS DUE: JOURNAL RESPONSE ON BOTH WRITINGS & HLTP INSTRUCTIONAL TASK 1

WEEK 4, (9/26 TO 10/2) – HLTP2 – APPRAISING, CHOOSING, AND MODIFYING TASKS AND TEXTS FOR A SPECIFIC LEARNING GOAL

CONTENT:

WATCH DATA FROM HLTP#1

MICRO-LESSON – EXPLAINING AND MODELING/CONCEPT FORMATION

STATE AND NATIONAL STANDARDS: WHAT ARE THE STATE/NATIONAL STANDARDS THAT SHOULD DRIVE MY TEACHING?

HOW DO I WRITE CLEAR LEARNING OBJECTIVES?

READINGS: SEE CLASS POWERPOINT, C3 FRAMEWORK, COMMON CORE HISTORY AND SOCIAL STUDIES STANDARDS, MICHIGAN HSCES; READ BUEHL CHAP 1-4

ASSIGNMENTS DUE: **MICRO LESSON** - BRING A LESSON PLAN FOR A FIVE-MINUTE LESSON OF ONE COMPLEX CONCEPT THAT YOU CAN TEACH TO YOUR COLLEAGUES. MUST INCLUDE A POWERPOINT; READING RESPONSE (SEE AGENDA)

WEEK 5, (10/3 TO 10/9) – HLTP2 – APPRAISING, CHOOSING, AND MODIFYING TASKS AND TEXTS FOR A SPECIFIC LEARNING GOAL (CONT.)

CONTENT:

WATCH DATA FROM HLTP#1

ALIGNING TASKS/TEXTS WITH SPECIFIC LEARNING GOALS – PRACTICE
Modifying activities and texts to serve all students

LESSON TYPE: VISUAL INQUIRY – GROUP TIME TO FIND EFFECTIVE IMAGES FOR VISUAL INQUIRY

TEXT USE IN HISTORY AND THE SOCIAL STUDIES (BUEHL)

Micro-Lesson - Bring a 5-10 minute presentation, "Why should kids learn history?" – UTILIZE THE PRINCIPLEs from Making Content Explicit

What are kid's preconceptions of the discipline of history? How do we tap into these preconceptions and help them learn from the discipline?

A Lesson: The Mattox House

How do I teach using the discipline of history?

READINGS DUE: SEE CLASS POWERPOINT; READ BUEHL CHAP 1-4

ASSIGNMENTS DUE: DATA FROM HLTP#1

WEEK 6, (10/10 TO 10/16) – HLTP3 – ELICITING AND INTERPRETING INDIVIDUAL STUDENT THINKING

CONTENT:

EXPLORE SOME DATA FROM HLTP#2

MICRO-LESSON – ALIGNING TEXTS AND TASKS WITH LEARNING GOALS.

WHY DOES STUDENT THINKING MATTER?

HOW DO I ELICIT STUDENT THINKING?
FORMULATING QUESTIONS
FOLLOWING LINES OF REASONING
How do I interpret student responses? How do I make sense of student thinking?

What do I do as a result of their thinking?

READINGS DUE: BAIN 2001

ASSIGNMENTS DUE: <u>BRING IN A MICRO-LESSON</u>. WRITE A CLEAR OBJECTIVE FROM STATE OR National Standards. THEN, find a text and task that aligns with the learning goals. (Buehl or Visual Inquiry)

WEEK 7, (10/17 TO 10/23) – HLTP3 – ELICITING AND INTERPRETING INDIVIDUAL STUDENT THINKING (CONT.)

CONTENT:

HOW DO KIDS THINK ABOUT HISTORY?
Integrating disciplinary literacy into our Teaching: Helping student create historical accounts and utilize historical texts

A Lesson: The Mattox House

READINGS DUE: LEE, 2005 & BAIN, "THE USUAL SUSPECTS"

ASSIGNMENTS DUE: READING RESPONSES

WEEK 8, (10/24 TO 10/30) – GUIDED LEAD TEACHING & DISCIPLINARY LITERACY (CONT.)

CONTENT:

What are some resources for teachers to integrate disciplinary literacy into my teaching?

How do I balance content coverage with disciplinary literacy?

Writing in the Discipline

READINGS DUE: MONTE-SANO, 2014 AND 2016

ASSIGNMENTS DUE: READING RESPONSE

WEEK 9, (10/31 TO 11/6) – HLTP4 – CHECKING STUDENT UNDERSTANDING DURING AND AT THE CONCLUSION OF LESSONS

CONTENT:

EXPLORE SOME DATA FROM HLTP#3

What is Assessment? How do we know if students are learning? What evidence can we gather to see if students are learning?

Formative Assessment – What is formative assessment? How do I use formative assessment? What are some effective examples of formative assessment?

Formal Assessment - Essay Tests

READINGS DUE: WIGGINS & MCTIGUE, ASSESSING STUDENT LEARNING

ASSIGNMENTS DUE: READING RESPONSE

WEEK 10, (11/7 TO 11/13) – HLTP4 – CHECKING STUDENT UNDERSTANDING DURING AND AT THE CONCLUSION OF LESSONS (CONT.)

CONTENT:

Micro-lesson – see assignments due.

What are performance assessments?

How can I create, find, and modify performance assessments for my classroom?

How do I make sense of student data? How should the results of student assessments inform my teaching?

READINGS DUE: CHAP 9, PERFORMANCE ASSESSMENTS

ASSIGNMENTS DUE: BRING IN AN EXAMPLE OF FORMATIVE ASSESSMENT & FORMAL ASSESSMENT

WEEK 11, (11/14 TO 11/20) – HLTP5 – LEADING GROUP DISCUSSION

CONTENT:

Watch HLTP#4 – videos and look at student assessment data

Syllabus, SED 4200/5200, Professor Anthony Tuf Francis, Fall 2018

What are group discussions? What makes them valuable? How do kids build knowledge together?

How do we choose content appropriate for leading a class discussion in history and social studies issues?

How do we generate meaningful Discussion Questions – both launching & discussion enabling questions?

READINGS DUE: TBD

ASSIGNMENTS DUE: BRING IN A ROUGH DRAFT OF A GROUP DISCUSSION LESSON PLAN

WEEK 12, (11/21 TO 11/27) – ONLINE CLASS

WEEK 13, (11/28 TO 12/4) – HLTP5 – LEADING GROUP DISCUSSION (CONT.)

CONTENT:

How do we keep group discussions focused on topic and meaningful?

How do we probe student thinking during a group discussion?

Choosing an Effective Structure for Classroom Discussion

How do we use controversial social and historical issues in a discussion?

READINGS DUE: HAHN, "CONTROVERSIAL ISSUES" & LOCKWOOD, "CONTROVERSIAL ISSUES"

ASSIGNMENTS DUE: TBD

WEEK 14, (12/5 TO 12/11) – CONCLUSION

CONTENT:

Watch HLTP#5 – videos of Leading Group Discussion

Transitioning from half time into full time teaching

READINGS DUE: TBD

ASSIGNMENTS DUE: TBD

SCHEDULE: TABLE FORMAT

Date	Topic & Driving Questions:	Readings DUE, & EVENTS: (SUBJECT TO CHANGE, see weekly agenda/class powerpoint on MOODLE)	Assignment DUE
9/5	Introduction INTRODUCTION TO COURSE, GOALS, DEFINING GOOD INSTRUCTION, HIGH LEVERAGE PRACTICES. What have I gotten myself into? What is the social studies? Why should kids learn social studies?	READINGS DUE: EDUCATION FOR DEMOCRACY	READING RESPONSE FROM EDUCATION FOR DEMOCRACY
9/12	Explaining and Modeling Content REVIEW HSL WHY DO I NEED TO ELICIT STUDENT THINKING? HOW DO I ORGANIZE THE CONTENT FOR INSTRUCTION? WHAT IS METACOGNITION? REVIEW UBD WHAT IS UNDERSTANDING? WHAT ARE BIG IDEAS? WHAT ARE ESSENTIAL QUESTIONS WHAT IS ASSESSMENT? WHAT IS EFFECTIVE PLANNING? REVIEW LESSON PLAN FORMAT	STEP WEDNESDAY/ MATSE MONDAY 1 - HLTP1 Explaining and Modeling Content, Practices, and Strategies For this HLTP Instructional Task (HIT) you will teach a short section of your CTs classroom (if possible). You need to teach for 10 – 15 minutes and make sure you cover one new idea/skill/concept. You will record your efforts and then analyze with the questions provided in class. See the CIEvR document for HIT1 for more information. HIT1 – DUE – 9/X RE-READ - How Students Learn – Intro & RE-READ – UBD chapters 1-4	Reading reflections

9/19	**Explaining and Modeling Content 2** FACTS AND CONCEPTS WHAT ARE FACTS? WHAT ARE CONCEPTS? HOW CAN I TEACH COMPLEX HISTORICAL/SOCIAL SCIENTIFIC CONCEPTS TO STUDENTS? LESSON TYPE: INDUCTIVE CONCEPT FORMATION & DEDUCTIVE CONCEPT FORMATION TEACHING CONTENT CLEARLY HOW DO I MAKE CONTENT CLEAR AND EXPLICIT WITH VISUALS AND VERBAL CUES? HOW DO I CREATE POWERPOINTS THAT STUDENTS CAN UNDERSTAND AND ENGAGE WITH? Teaching with Visuals and Representations	STACY "IN DEFENSE OF GOOD LECTURING" & WIGGINS, "THE FUTILITY OF TEACHING EVERYTHING"	Journal Response & HLTP1
9/26	**Tasks, Texts, and Learning Goals** WATCH DATA FROM HLTP#1 MICRO-LESSON – EXPLAINING AND MODELING/ CONCEPT FORMATION STATE AND NATIONAL STANDARDS: WHAT ARE THE STATE/NATIONAL STANDARDS THAT SHOULD DRIVE MY TEACHING? HOW DO I WRITE CLEAR LEARNING OBJECTIVES?	STEP WEDNESDAY 2 – HLTP2 Appraising, Choosing, and Modifying Tasks and Texts for a Specific Learning Goal For this HLTP Instructional Task (HIT) you will work with your mentor to write a specific learning goal. You will then find and modify a learning activity to align with that goal. Finally, you will launch, lead, and close that activity with the class. You will record your efforts and then analyze with the questions provided in class. See the CIEvR document for HIT2 for more information. HIT2 – DUE – 10/X	Micro-Lesson

		See Class Powerpoint, C3 Framework, Common Core history and social studies standards, Michigan HSCEs; Read BUEHL Chap 1-4	
10/3	**Tasks, Texts, and Learning Goals 2** WATCH DATA FROM HLTP#1 Modifying activities and texts to serve all students LESSON TYPE: VISUAL INQUIRY – GROUP TIME TO FIND EFFECTIVE IMAGES FOR VISUAL INQUIRY TEXT USE IN HISTORY AND THE SOCIAL STUDIES (BUEHL) What are kid's preconceptions of the discipline of history? How do we tap into these preconceptions and help them learn from the discipline? A Lesson: The Mattox House How do I teach using the discipline of history?	See Class Powerpoint; Read BUEHL Chap 1-4 **Micro-Lesson** - Bring a 5-10 minute presentation, "Why should kids learn history?" – UTILIZE THE PRINCIPLEs from Explaining and Modeling Content	

10/10	**Eliciting Individual Student Thinking** Explore some data from HLTP#2 Why Does Student Thinking Matter? How do I elicit student thinking? Formulating questions Following lines of reasoning How do I interpret student responses? How do I make sense of student thinking? What do I do as a result of their thinking?	**STEP WEDNESDAY 3 – HLTP3** **Eliciting and Interpreting Individual Student Thinking** For this HLTP Instructional Task (HIT) you will work with your mentor to determine an ambitious, yet manageable, amount of content they will be covering in a single class period. You will then create a short interview protocol about that content that uncovers students' *understanding* of the content. Finally, you will interview 2-3 students to learn more about their current understanding. You will record your efforts and then analyze with the questions provided in class. See the CIEvR document for HIT3 for more information. Due 10/X BAIN 2001 BRING IN A MICRO-LESSON. WRITE A CLEAR OBJECTIVE FROM STATE OR NATIONAL STANDARDS. THEN, FIND A TEXT AND TASK THAT ALIGNS WITH THE LEARNING GOALS. (BUEHL OR VISUAL INQUIRY)	
10/17	**Eliciting Individual Student Thinking 2** HOW DO KIDS THINK ABOUT HISTORY? Integrating disciplinary literacy into our Teaching: Helping student create historical accounts and utilize historical texts A Lesson: The Mattox House	Lee, 2005 & Bain, "The Usual Suspects"	Reading Responses

10/24	**GUIDED LEAD TEACHING I** What are some resources for teachers to integrate disciplinary literacy into my teaching? How do I balance content coverage with disciplinary literacy? Writing in the Discipline	Monte-Sano, 2014 and 2016	Reading Responses
10/31	**Assessing Student Learning** EXPLORE SOME DATA FROM HLTP#3 What is Assessment? How do we know if students are learning? What evidence can we gather to see if students are learning? Formative Assessment – What is formative assessment? How do I use formative assessment? What are some effective examples of formative assessment? Formal Assessment - Essay Tests	STEP WEDNESDAY 4 – HLTP4 Checking student understanding during and at the conclusion of lessons For this HLTP Instructional Task (HIT) you will work with your mentor to determine a specific learning goal for their instruction. You will then find and modify an assessment that provides sufficient data to determine student understanding. You will give that assessment to the class and collect the results from their work. You will then analyze the results of the assessment, providing a description of the students' results and future teaching moves to accommodate that understanding. See the CIEvR document for HIT4 for more information. HIT4 Due 11/X Wiggins & McTigue, Assessing student learning	Reading Responses

11/7	**Assessing Student Learning 2** <u>Micro-lesson</u> – see assignments due. What are performance assessments? How can I create, find, and modify performance assessments for my classroom? How do I make sense of student data? How should the results of student assessments inform my teaching?	Chap 9, Performance Assessments BRING IN AN EXAMPLE OF FORMATIVE ASSESSMENT & FORMAL ASSESSMENT	
11/ 14	**Leading Group Discussion** Watch HLTP#4 – videos and look at student assessment data What are group discussions? What makes them valuable? How do kids build knowledge together? How do we choose content appropriate for leading a class discussion in history and social studies issues? How do we generate meaningful Discussion Questions – both launching & discussion enabling questions?	**STEP WEDNESDAY 5 – HLTP5** **Leading Group Discussion** For this HLTP Instructional Task (HIT) you will work with your mentor to determine a substantive chunk of required content on which to have a group discussion. You will then write a group discussion protocol about that content. Finally, you will lead your group in discussion following the core attributes laid out in the class discussion rubric. You will record your efforts with video/audio and take pictures of the record of the discussion. You will then analyze these artifacts. See the CIEvR document for HIT5 for more information. HIT4 Due 12/X Bring in a Rough Draft of a Group Discussion Lesson Plan	

11/ 21	**Leading Group Discussion** Watch HLTP#4 – videos and look at student assessment data What are group discussions? What makes them valuable? How do kids build knowledge together? How do we choose content appropriate for leading a class discussion in history and social studies issues? How do we generate meaningful Discussion Questions – both launching & discussion enabling questions?	Bring in a Rough Draft of a Group Discussion Lesson Plan Hahn, "Controversial Issues" & Lockwood, "Controversial Issues"	
11/ 28	**Conclusion/ GUIDED LEAD TEACHING 2**	Watch HLTP#5 – videos of Leading Group Discussion Transitioning from half time into full time teaching	
	Exam Week		