Secondary Education 377
Methods of Teaching History/Social Studies
Secondary Education 378
History/Social Studies Practicum
Winter Semester, 2009

Instructor: Cindy Ness
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Office Hours: By appointment

Methods of Teaching Social Studies Description:
This course will acquaint prospective teachers with methods of teaching social studies in secondary school classes. It will include an introduction to the social studies core curriculum, curriculum planning, INTASC standards of instruction, and Teacher Work Samples. Prospective teachers will consider the purpose and characteristics of learning-centered social studies classrooms, based on current theories of learning. They will study and apply research-supported teaching methods that foster students’ content knowledge, higher level thinking and literacy skills. They will consider various methods of assessing student learning. They will work with a collaborative team and collectively create and model a social studies teaching unit. In addition, prospective teachers will consider various types of resources including texts, technology, primary source documents, and literature that they might use to teach social studies to students with diverse backgrounds and learning styles. This course will provide a forum to coordinate and reflect on the prospective teachers’ clinical experiences that they will have in the Secondary Education 378 course.

Required Readings:

1. Course Readings, samples workbook, Ness


3. Marzano, Robert, et.al., Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, Alexandria Va.:McRel


5. Goudvis, Anne; Harvey, Stephanie (2000), Strategies that Work, Teaching Comprehension to Enhance Understanding, York, Maine, Stenhouse Publishers

7. Students are required to bring a i-clicker remote to class daily (these can be purchased in the BYU bookstore)

**Methods Course Requirements:**

1. **Midterm Exam** (50 pts) This exam will test candidates’ understanding of material presented in class and in the reading assignments during the first half of the semester. The mid-term will be taken in class on 10/29, and will consist of a number of short answer questions.

2. **Professionalism** (100 pts) Candidates’ professionalism grade is based on 1) candidates’ attendance at each class session, 2) candidates’ punctuality, 3) candidates’ attentiveness, participation and courtesy during class, 4) candidates’ preparation for class, 5) cooperating teacher feedback from field placement. Candidates will do a self-evaluation of their professionalism and submit this to the instructor in the middle and at the end of the semester. See Appendix II: Forms and Rubrics II.5, pgs 9-10. The instructor will use the candidate’s self evaluations, and the information posted above to determine the professionalism grade.

3. **Reflective Journal** (100 pts) Candidates will keep a reflective journal of class sessions. In this reflective journal candidates should record many examples of learning activities and reflect on the keys to success with each activity, considering adaptations or applications that might be used in the classroom. See example in Appendix II: Forms and Rubrics II.2, pg. 4. Candidates will turn in a copy of their reflective journal on 10/29.

4. **Learning Log** (100 pts) Candidates will keep learning logs of the Required Reading. Learning logs will follow the model presented in class. They will include key ideas learned, reactions and applications to the ideas and short summaries of each reading assignment. See example in Appendix II: Forms and Rubrics II.3 pgs 5-6. Candidates will turn in a copy of their learning logs on 10/29.

5. **Collaborative Evaluation** (50 pts) Candidates will work in collaborative teams to create and model their teaching unit. At the conclusion of the unit, candidates will complete an individual and peer evaluation. Collaborative Evaluation are due on 12/10.

6. **Final Exam/Teaching Unit** (300 pts) This exam will consist of a collaboratively prepared teaching unit that shows understanding of material presented in class and in the reading assignments during the semester. Candidates will present and turn in the final exam on 12/08 or 12/10. Grading
Rubrics for the Model Unit/ Final exam are found in the Forms and Rubrics Appendix II.4 pgs 7-8. The Teaching Unit should be broken down into the following elements (see appendix II for more details):

a. Unit *Enduring Understanding & Essential Questions* (50 pts) Candidates will work with a collaborative team and develop Enduring Understandings & Essential Questions for a unit that might be taught in the setting of their 378 placement. The Enduring Understandings & Essential Questions should reflect the core curriculum of the district and state where they are most likely to receive their 378 placement.
b. Assessment Plan (50 pts) Candidates will develop formative and summative assessment plans for assessing student learning for the unit they have planned.
c. Design for Instruction (50 pts) Candidates will develop lesson ideas that utilize the curriculum model presented in class. This includes: 1) at least seven of the ten strategies taught within the course, 2) an anticipatory set, 3) activities coordinated with the English and science curriculum, 4) adaptations for diverse learners, 5) activities that could be used as part of their unit plan that run the range of Blooms Taxonomy.

**Practicum Description:**
This course is taught in conjunction with the 377, Methods of Teaching Social Studies Course. On most days the class will meet through the scheduled time for 377 and 378, 12:30-2:50 on Tuesdays and Thursdays. On some days candidates will be released from both classes and will be placed with a social studies teacher where they will have the chance to teach several lessons. This field experience is designed to help students observe and apply the principles that they have learned, and are learning in their education coursework. Candidates will observe the teacher, evaluate student work, help individuals and groups of students, develop appropriate lesson materials, and teach. Candidates will be assigned three reflective writing activities that will give them the chance to reflect on the classroom context, literacy in social studies classrooms, the classroom environment, and their experience teaching social studies.

**The Field Experience:**
Candidates will be placed in a partnership district school with an in-service social studies teacher who is interested in working with future teachers. Candidates will be released from the 377/378 course one day early in the semester to observe, and a block of seven days towards the end of the semester during which they will have the chance to teach. Time in the classroom should be spent doing some observations, but the candidate should be given opportunities to engage with the students by evaluating their work, providing help to individuals and groups, team-teaching with the classroom teacher, and helping the classroom teacher in other ways. Candidates should be pro-active in assisting the teacher in the classroom. In addition, the candidate should be given at least four opportunities to teach on their own. In some cases two candidates may be placed in the same classroom. This will allow them to collaborate, plan, and reflect on their experiences together and may facilitate transportation needs. In many cases, arrangements will be made for the
candidate to student-teach in the classroom of the teacher with whom they had their practicum experience. The days scheduled for practicum visits are

**Practicum Assignments:**

1. **Clinical Field Demographic Form (10 pts)** Candidates will complete this standardized form and submit it on their livetext account. Clinical Field Demographic Forms must be completed by 12/03.

2. **Experience log (40 pts)** Candidates will keep a log of their experiences in the classroom. Each entry should record the date, the time they were in the school, and a very brief description of the primary activities in which they engaged (i.e. January 15: 10:30 to 12:00. Graded student essays on “Renaissance”. Helped groups prepare oral presentations on Renaissance artists.). Experience logs will be turned in 12/03.

3. **Four lesson plans (40 pts)** Candidates will turn in four lesson plans for the lessons they conduct in class. These lesson plans should be written to help the candidate as they teach and not as a note to another person about what they taught. Unless your cooperating teacher has otherwise indicated you should plan on using the planning template presented in class (Appendix II: Forms & Rubrics II.6 pgs. 11-14). It is suggested that some of the lessons be discussed with Mrs. Ness prior to teaching. Lesson plans must be turned in on 12/03.

4. **Two CPAS evaluation forms (10 pts)** Candidates will use the CPAS form to complete a self-evaluation. They will also have their classroom teacher complete a CPAS form at the conclusion of their practicum experience. A copy of the CPAS form is included in the 377/378 packet. See Appendix II: Forms and Rubrics II.1, pgs 1-3. CPAS evaluations forms will be turned in on 12/03

5. **Three reflective papers**

   a. **Literacy in Social Studies (10 pts)** Candidates will reflect and write about the elements of literacy they have observed and experienced in the classroom in which they had their field experience. Papers should be typed and run one-two pages in length.

   b. **Teaching in the Classroom (10 pts)** Candidates will reflect and write on their teaching experience, and what they learned from that experience. The paper should include their thinking process during the planning stages, during teaching, and after teaching. Papers should be typed and run one-two pages in length.

   c. **Classroom Environment (10 pts)** Candidates will reflect and write on the classroom environment in which they completed their field
experience. The paper should include their reflections on those elements of the moral dimensions visible in the classroom, evidence that the teacher provides clear objectives and feedback that reinforces effort as well as the more intangible environment evident in the classroom, i.e. positive energy, humor, teacher knowledge & passion for the subject etc… Papers should be typed and run one-two pages in length.

Assignment Explanations
The first part of the packet includes a description of several of the more complicated assignments for both the methods class and the practicum.

Turning in Work
Candidates’ assignments should be turned in, either in class or electronically, on the day they are due. Some of the due dates may change, with notification, based on the needs of the class. Assignments that are turned in late will receive a 10% reduction for each day the work is late. For example if the work is two days late it will receive a 20% reduction in credit, three days = 30% deduction etc… Generally, late work will not be accepted. Make-up exams will only be permitted under extenuating circumstances on a case-by-case basis, and must be taken within a week of the official exam date. In addition, candidates’ professionalism grade will reflect their ability to meet the due date requirements. Suggested readings that are not required are identified as such.

Grading Scale:
95% and up = A; 90-94.99 = A-; 87-89.99 = B+; 83-86.99 = B; 80-82.99% = B-;
77-79.99 = C+; 73-76.99 = C; 70% - 72.99% = C-, 67-69.99 = D+; 63-66.99 = D;
60% - 62.99% = D-

Outside Readings & Electronics:
Reading materials other than the texts assigned for the course are not to be out during class. Cell phones, iPods, etc. must be turned off when you enter the room and left off until you exit. Laptops may be used for note-taking. However, if you are using the computer for purposes other than note-taking, you forfeit the benefit of using your computer in class.

Department of Teacher Education Policies

Honor Code Standards
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.
Preventing Sexual Discrimination or Harassment
Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

Students with Disabilities
If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Professional Review
As you enter the teacher education program, please understand that you will be evaluated throughout your coursework and field experiences. The evaluations will focus on the strength of your professionalism, teaching, academics, attitudes, and interpersonal relations. If the faculty determines that you would be better served in a field other than Secondary Education, you will be counseled out of the program.

University Final Exam Policy
Final examinations will be given at the times shown in the schedule. Examinations are not given early. The examination period is preceded by reading days, which give time for conscientious review, study and synthesis of the semester’s work. The reading and the examination periods are firmly scheduled parts of the semester; you must not make plans that interfere with these important academic activities. If illness or other uncontrollable circumstances prevent you from taking an examination at the scheduled time, you are responsible to inform the class instructor as soon as possible. Your instructor may give the gradeIncomplete, depending on the circumstances. The incomplete cannot be replaced unless you and your instructor together prepare a contractual agreement.

Department of Teacher Education Final Exam Policy and Procedures:
The Department of Teacher Education will support the University policy for final exams as stated in the University class schedule.

- No final exams will be administered earlier than the scheduled exam time for the course and section, or after the last final exam period during final exam week.
- The University exam schedule may not be the exam schedule followed by the Teacher Education Department. The deviation from the posted University examination schedule is due to the unique nature of the class offerings within the cohort program and therefore will be adjusted and announced as soon as possible after the beginning of the semester.
- Students who are not able to take the final exam during the scheduled time have the following options:
  1. Drop the class before the drop deadline and receive a “W”.
  2. Drop the class after the drop deadline and receive a “UW” (which will be on their transcripts permanently, even if the student retakes the class).
  3. Arrange with the instructor to take the final exam after the appointed exam time but prior to the last final period during the final exam week.
  4. Don’t take the final, accept the penalty for missing the test, presentations, class period, etc., and receive a lower grade.
• Students who have an illness or other SERIOUS situation that legitimately keeps them from completing course requirements by the last class meeting and/or taking the final exam at the scheduled time may meet with their instructor to complete a contractual agreement. This must be done well in advance of the last class meeting or the final exam (unless the serious situation happens between the last class meeting and the final exam). Students may pick up an “Incomplete Grade Contract” in the ASB in the Petitions Office. The instructor and student determine together the required date to complete the requirements, not to exceed one year. After completing the contract the student (or representative) then takes the contract to the ASB, pays $10 at the Cashiers Office, and returns the contract to the Petitions Office with the receipt from the Cashiers Office stamped on the contract.

• If none of these seem reasonable to the instructor or acceptable to the student and they wish to speak to someone else about their situation they may write a letter to Dr. Lynnette Erickson, 205-B, McKay Building indicating the request and why their request should be considered outside of the University and Department policy. If needed, the Teacher Education Appeals Committee may be convened to consider the requests.
Objectives

Enduring Understanding I: Rationale & Standards of Social Studies Teaching

Candidates will recognize the purpose and rationale of teaching ‘standards’ focused Social Studies as a necessary part of a school curriculum. They will identify the behaviors of master teachers, and be able to integrate these behaviors into their own teaching.

Essential Questions (I)

I.1 Why should all students better understand History?
I.2 What is the historic rationale of teaching Social Studies?
I.3 What is a standards focused Social Studies curriculum?
I.4 What is a master Social Studies teacher?
I.5 What are some of the key behaviors of master social studies teachers?
I.6 How can teachers integrate these behaviors into their own classroom?
I.7 What are the INTASC standards, and what role should they play in a learning centered classroom?
I.8 What are the moral dimensions, and what do they look like in the classroom?

Enduring Understanding II: Pedagogy

Candidates will participate-in, recognize and understand both the practical and theoretical elements of an effective Social Studies classroom. They will be able to utilize strategies and lesson planning templates that incorporate these elements into model lessons.

Essential Questions (II)

II.1 What issues might affect individual student learning?
II.2 What are the best resources and activities for teaching diverse learners?
II.3 What issues in the school community and classroom might effect student learning?
II.4 What is the role of the social studies teacher in promoting both higher order and creative thinking?
II.5 What is Backward Design, what does it look like both conceptually and in practice?
II.6 What is the role of school/district & national standards and the state core curriculum in planning curriculum?
II.7 What is curriculum mapping and how should teachers develop a curriculum map for a yearlong (semester) plan?
II.8 What are the strategies used in an effective social studies lesson? (i.e. identifying similarities & differences; summarizing & note taking; utilizing geography & building mapping skills; homework & practice; nonlinguistic representations; cooperative learning; setting objectives & providing feedback that reinforces effort; simulations; primary & secondary resources; reading
strategies & historical literature [expository text, primary sources, historical fiction, literature, and poetry]; direct instruction)

II.9 What is the responsibility of the social studies teacher in coordinating their curriculum with other curriculums, and how can they best go about coordinating the Social Studies curriculum with other curriculum?

II.10 What are the roles of an anticipatory set, exit card, remediation and enrichment in writing curriculum?

**Enduring Understanding III: Assessment**

Candidates will participate-in, recognize and understand both the practical and theoretical elements of effective formative and standards based summative assessments in a learning centered classroom. They will be able to create and utilize assessments in a model lesson.

**Essential Questions (III)**

III.1 What are formative assessments (both formal and informal) and what is the role of formative assessment in a learning centered classroom?

III.2 How should data gathered in formative assessments inform teacher instruction?

III.3 What are the various methods of formative assessment?

III.4 What are summative assessments and what is the role of summative assessments in a learning centered classroom?

III.5 What are the various types of questions used in traditional summative assessments and what are the strengths and limitations of each type of question?

III.6 What are alternative forms of summative assessments and what are the strengths and limitations of both traditional and alternative assessments?

**Enduring Understanding IV: Field Experience**

Candidates will be placed with a social studies teacher. While in the classroom they will have the chance to observe the teacher and students, engage with the students by evaluating their work, provide help to individuals and groups and team teach with the classroom teacher. In many cases, arrangements will be made for the candidate to student-teach in the classroom of the teacher with whom they had their practicum experience.

**Essential Questions (IV)**

IV.1 What is the Clinical Field Demographic Form?

IV.2 What are the requirements of the Field Experience Log?

IV.3 How should candidates complete the lesson planning template in conjunction with the four required lesson plans?

IV.4 What are the CPAS evaluation forms, and how are they to be completed?
IV.5  What should the two reflective paper look like (literacy in the social studies classroom, and teaching in the classroom)

**Enduring Understanding V: Teacher Work Sample**

All Student Teacher and/or interns will be required to provide credible evidence of their ability to facilitate learning by the meeting the standards established by the Brigham Young University Educator Preparation Program “Teacher Work Sample”. Candidates should be familiar with these expectations and standards.

**Essential Questions (V)**

V.1. How can candidates use information about the learning-teaching context and student’s individual differences to set learning goals and objectives and plan instruction and assessment?

V.2. How can candidates set significant, challenging, varied and appropriate learning goals and objectives that are based on states and/or district standards?

V.3. How can candidates use multiple assessment modes aligned with learning goal(s) and objectives to assess student learning before, during, and after instruction?

V.4 How can candidates use instructional design for specific learning goal(s) and objectives, student characteristics and needs, and learning contexts?

V.5. What are regular and systematic evaluations of student learning that candidates can use to make instructional decisions?

V.6. What assessment data can candidates use to report student learning and communicate information about student progress and achievement?

V.7. Why and how can candidates reflect on his/her instruction and analyze student learning to improve teaching practices?
Class Schedule:

Week I (9/1; 9/3):

Date: 9/1

<table>
<thead>
<tr>
<th>Enduring Understanding I: Rationale &amp; Standards of Social Studies Teaching</th>
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<tbody>
<tr>
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</table>

Essential Questions (I)

I.1 Why should all students better understand History?
I.2 What is the historic rationale of teaching Social Studies?
I.4 What is a master Social Studies teacher?
I.5 What are some of the key behaviors of master Social Studies teachers?
I.6 How can teachers integrate these behaviors into their own classroom?
I.8 What are the moral dimensions, and what do they look like in the classroom?

Assignments for class:
- Introduction to 377/378, learning-centered classrooms
- Introduction to teaching social studies and the 377/378 courses including the syllabi, texts, and assignments.
- Participate in Café Protocol. Complete example Reflective Journal appendix II.2
- Registration for praxis and with the education placement office.

Assignments for next class:
- Visit website of the State Office of Education in which you believe you will be teaching, access the Social Studies Core Curriculum and/or Content that you hope to teach i.e. U.S. History I, World Civilizations etc… bring a printed copy to class. The Utah State Office of Education’s website is: [http://www.usoe.k12.ut.us/](http://www.usoe.k12.ut.us/). The Idaho State Office of Education website is: [http://www.sde.idaho.gov/](http://www.sde.idaho.gov/). The California State Office of Education website is: [http://www.cde.ca.gov/ci/](http://www.cde.ca.gov/ci/). Print only the copy of the core curriculum.
- Write 2-3 page reflective paper addressing the question “What kind of teacher will I be?” The essay should be 2-3 pages, typed, using a standard Times New Roman, 12 point font, one-inch margins on all sides. This essay should, above all, answer the question at hand using evidence gleaned from your reading, lectures and experience.. It should observe rules of proper grammar, and must use
footnotes or endnotes (see Appendix I: Readings I.5, pgs 34-35), or Kate Turabian *A Manual for Writers* or use one of the many online services for example: [http://citationmachine.net/](http://citationmachine.net/). **Paper Due 9/15**


**Date 9/3**

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<th>Essential Questions (I)</th>
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<tr>
<td>I.4 What is a <em>master</em> Social Studies teacher?</td>
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<td>I.5 What are some of the key behaviors of <em>master</em> social studies teachers?</td>
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<td>I.6 How can teachers integrate these behaviors into their own classroom?</td>
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<td>I.7 What are the INTASC standards, and what role should they play in a learning centered classroom?</td>
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<th>Assignments for class:</th>
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<tr>
<td>- Discussion of learning-centered classrooms and the INTASC standards.</td>
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<th>Assignments for next class:</th>
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<tr>
<td>- Before next class, visit, surf and study the following websites:</td>
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<tr>
<td>- <a href="http://www.adifferentplace.org/index.html">www.adifferentplace.org/index.html</a></td>
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<tr>
<td>- <a href="http://www.renzullilearning.com">www.renzullilearning.com</a></td>
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<tr>
<td>- <a href="http://www.kidsource.com">http://www.kidsource.com</a></td>
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<tr>
<td>- Internet4classrooms.com</td>
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<tr>
<td>- Austega.com/gifted/provisions/curdifferent.htm (READ FIRST)</td>
</tr>
<tr>
<td>- <a href="http://www.teachersfirst.com/di.cfm">http://www.teachersfirst.com/di.cfm</a></td>
</tr>
<tr>
<td>- Based on your readings within the website complete three distinct learning logs addressing Enduring Understanding II Essential Questions 1-3.</td>
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**Week II (9/8; 9/10):**

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</table>
Essential Questions (II)

II.1 What issues might affect individual student learning?
II.2 What are the best resources and activities for teaching diverse learners?
II.3 What issues in the school community and classroom might effect student learning?

Assignments for class:
- Bring web based learning logs

Assignments for next class:
- Before next class study Blooms taxonomy. Appendix I: Readings I.6 pgs 36-37.

Date 9/10

Enduring Understanding II: Pedagogy
Candidates will participate in, recognize and understand both the practical and theoretical elements of an effective Social Studies classroom. They will be able to utilize strategies and lesson planning templates that incorporate these elements into model lessons.

Essential Questions
II.4 What is the role of the social studies teacher in promoting both higher order and creative thinking?

Assignments for class:
- Skill: Use lesson planning template, appendix II: forms and rubrics II.____ to identify strategies for differentiated learners.
- Skill: Use lesson planning template, appendix II: forms and rubrics II.____ to identify strategies that incorporate both Level 1 & Level 2 learning levels based on Blooms Taxonomy.

Assignments for next class:
- Visit website of the State Office of Education in which you believe you will be teaching, access the Social Studies Core Curriculum and/or Content that you hope to teach i.e. U.S. History I, World Civilizations etc… bring a printed copy to class. The Utah State Office of Education’s website is: http://www.usoe.k12.ut.us/. The Idaho State Office of Education website is: http://www.sde.idaho.gov/. The California State Office of Education website is: http://www.cde.ca.gov/ci/. Print only the copy of the core curriculum.

Suggested Readings
Week III (9/15; 9/17):

Date: 9/15

**Enduring Understanding II: Pedagogy**
Candidates will participate in, recognize and understand both the practical and theoretical elements of an effective Social Studies classroom. They will be able to utilize strategies and lesson planning templates that incorporate these elements into model lessons.

II.5 What is *Backward Design*, what does it look like both conceptually and in practice?

II.6 What is the role of school/district & national standards and the state core curriculum in planning curriculum?

II.7 What is curriculum mapping and how should teachers develop a curriculum map for a yearlong (semester) plan?

**Assignments for class:**
- Skill: Be able to work in teams to refine Enduring Understandings
- Skill: Be able to identify and write essential questions.
- Bring copy of State Core Curriculum.
- Candidates will work with a collaborative team and develop Enduring Understandings & Essential Questions for a unit that might be taught in the setting of their 378 placement. The Enduring Understandings & Essential Questions should reflect the core curriculum of the district and state where they are most likely to receive their 378 placement.

**Assignments for next class:**

**Suggested Readings:**

**Turn in Reflective Paper “What kind of teacher do I want to be”**

Date: 9/17

**Enduring Understanding II: Pedagogy**
Candidates will participate in, recognize and understand both the practical and theoretical elements of an effective Social Studies classroom. They will be able to utilize strategies and lesson planning templates that incorporate these elements into model lessons.

II.5 What is *Backward Design*, what does it look like both conceptually and in practice?
II.6 What is the role of school/district & national standards and the state core curriculum in planning curriculum?

II.7 What is curriculum mapping and how should teachers develop a curriculum map for a yearlong (semester) plan?

**Assignments for class:**
- Skill: Be able to review and refine Enduring Understandings
- Candidates will work with a collaborative team and develop Enduring Understandings & Essential Questions for a unit that might be taught in the setting of their 378 placement. The Enduring Understandings & Essential Questions should reflect the core curriculum of the district and state where they are most likely to receive their 378 placement.

**Assignments for next class:**

**Week IV (9/22; 9/24):**

**Date: 9/22**

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<tr>
<th>Enduring Understanding III: Assessment</th>
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<tr>
<td>Candidates will participate-in, recognize and understand both the practical and theoretical elements of effective formative and standards based summative assessments in a learning centered classroom. They will be able to create and utilize assessments in a model lesson.</td>
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**Essential Questions (III)**

<table>
<thead>
<tr>
<th>III.1</th>
<th>What are formative assessments (both formal and informal) and what is the role of formative assessment in a learning centered classroom?</th>
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<tr>
<td>III.2</td>
<td>How should data gathered in formative assessments inform teacher instruction?</td>
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<tr>
<td>III.3</td>
<td>What are the various methods of formative assessment?</td>
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<tr>
<td>III.4</td>
<td>What are summative assessments and what is the role of summative assessments in a learning centered classroom?</td>
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<td>III.5</td>
<td>What are the various types of questions used in traditional summative assessments and what are the strengths and limitations of each type of question?</td>
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<tr>
<td>III.6</td>
<td>What are alternative forms of summative assessments and what are the strengths and limitations of both traditional and alternative assessments?</td>
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**Assignments for class:**
- Skill: Be able to identify various types of assessments.
- Skill: Create and assess informal and formal formative and summative assessments.
Candidates will develop formative and summative assessment plans for assessing student learning for the unit they have planned with their collaborative team.

Date: 9/24  Field Observation

Assignments for next class:

- Before next class: Marzano, et. al. *Classroom Instruction that Works* pages 13-28
- Complete learning log utilizing Enduring Understanding II., Essential Questions I.8.
- Watch *Jordan Academy of Teachers “Active Learning Strategies for the History Classroom”*. Chapters: Opinion Spectrum; Point of View; Snowball; Sort & Search; Two Voice Poem.

Week V (9/29; 10/1):

Date: 9/29

<table>
<thead>
<tr>
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<tbody>
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<td>Candidates will participate-in, recognize and understand both the practical and theoretical elements of an effective Social Studies classroom. They will be able to utilize strategies and lesson planning templates that incorporate these elements into model lessons.</td>
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Essential Questions (II)

II.8 What are the strategies used in an effective social studies lesson?
(i.e. identifying similarities & differences; summarizing & note taking; utilizing geography & building mapping skills; homework & practice; nonlinguistic representations; cooperative learning; setting objectives & providing feedback that reinforces effort; simulations; primary & secondary resources; reading strategies & historical literature [expository text, primary sources, historical fiction, literature, and poetry]; direct instruction)

II.9 What is the responsibility of the social studies teacher in coordinating their curriculum with other curriculums, and how can they best go about coordinating the Social Studies curriculum with other curriculum?

II.10 What are the roles of an anticipatory set, exit card, remediation and enrichment in writing curriculum?

Assignments for class:

- Skill: Be able to identify strategies for identifying similarities and differences.
- Skill: Create and assess strategies for identifying similarities and differences.
- Candidates will develop lesson ideas that utilize the curriculum model presented in class. This includes: 1) at least seven of the ten strategies taught within the course, 2) an anticipatory set, 3) activities coordinated with the English and science curriculum, 4) adaptations for diverse learners, 5) activities that could be used as part of their unit plan that run the range of Blooms Taxonomy.
Assignments for next class:
- Before next class: Marzano, et.al. *Classroom Instruction that Works* pages 29-48
  Complete learning log utilizing Enduring Understanding II., Essential Questions I.8.
- Watch *Jordan Academy of Teachers “Active Learning Strategies for the History Classroom”*. Chapters: Graphic Organizers; K.W.L.
- Date: 10/1

**Enduring Understanding II: Pedagogy**
Candidates will participate in, recognize and understand both the practical and theoretical elements of an effective Social Studies classroom. They will be able to utilize strategies and lesson planning templates that incorporate these elements into model lessons.

**Essential Questions (II)**

II.8 What are the strategies used in an effective social studies lesson?
(i.e. identifying similarities & differences; **summarizing & note taking**; utilizing geography & building mapping skills; homework & practice; nonlinguistic representations; cooperative learning; setting objectives & providing feedback that reinforces effort; simulations; primary & secondary resources; reading strategies & historical literature [expository text, primary sources, historical fiction, literature, and poetry]; direct instruction)

II.9 What is the responsibility of the social studies teacher in coordinating their curriculum with other curriculums, and how can they best go about coordinating the Social Studies curriculum with other curriculum?

II.10 What are the roles of an anticipatory set, exit card, remediation and enrichment in writing curriculum?

**Assignments for class:**
- Skill: Be able to identify strategies for summarizing and notetaking.
- Skill: Create and assess strategies for summarizing and notetaking.
- Candidates will develop lesson ideas that utilize the curriculum model presented in class. This includes: 1) at least seven of the ten strategies taught within the course, 2) an anticipatory set, 3) activities coordinated with the English and science curriculum, 4) adaptations for diverse learners, 5) activities that could be used as part of their unit plan that run the range of Blooms Taxonomy.

**Assignments for next class:**
- Google “Five Themes of Geography”. Record your findings and bring them to class for the next class period.
Week VI (10/6; 10/8):

Date: 10/06

<table>
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**Essential Questions (II)**

II.8 What are the strategies used in an effective social studies lesson?
- (i.e. identifying similarities & differences; summarizing & note taking; utilizing geography & building mapping skills; homework & practice; nonlinguistic representations; cooperative learning; setting objectives & providing feedback that reinforces effort; simulations; primary & secondary resources; reading strategies & historical literature [expository text, primary sources, historical fiction, literature, and poetry]; direct instruction)

II.9 What is the responsibility of the social studies teacher in coordinating their curriculum with other curriculums, and how can they best go about coordinating the Social Studies curriculum with other curriculum?

II.10 What are the roles of an anticipatory set, exit card, remediation and enrichment in writing curriculum?

**Assignments for class:**
- Skill: Be able to identify strategies for utilizing geography and building mapping skills.
- Skill: Create and assess strategies for utilizing geography and building mapping skills.
- Bring “Blood on the River”.
- Candidates will develop lesson ideas that utilize the curriculum model presented in class. This includes: 1) at least seven of the ten strategies taught within the course, 2) an anticipatory set, 3) activities coordinated with the English and science curriculum, 4) adaptations for diverse learners, 5) activities that could be used as part of their unit plan that run the range of Blooms Taxonomy.

**Assignments for next class:**
- Interview at least three current middle school and/or high school students. Ask them the following questions and record their responses:
  - How often do you have homework in your social studies/ history courses?
  - How much time (generally) does it take to complete your homework?
  - What does your homework most often consist of?
  - Do you feel your homework helps you better understand the subject? Why or Why not?
  - In your history/social studies course an honor or AP course?
Enduring Understanding II: Pedagogy
Candidates will participate-in, recognize and understand both the practical and theoretical elements of an effective Social Studies classroom. They will be able to utilize strategies and lesson planning templates that incorporate these elements into model lessons.

Essential Questions (II)
II.8 What are the strategies used in an effective social studies lesson? (i.e. identifying similarities & differences; summarizing & note taking; utilizing geography & building mapping skills; homework & practice; nonlinguistic representations; cooperative learning; setting objectives & providing feedback that reinforces effort; simulations; primary & secondary resources; reading strategies & historical literature [expository text, primary sources, historical fiction, literature, and poetry]; direct instruction)
II.9 What is the responsibility of the social studies teacher in coordinating their curriculum with other curriculums, and how can they best go about coordinating the Social Studies curriculum with other curriculum?
II.10 What are the roles of an anticipatory set, exit card, remediation and enrichment in writing curriculum?

Assignments for class:
- Skill: Be able to identify strategies for utilizing homework and practice skills.
- Skill: Create and assess strategies for utilizing homework and practice.
- Bring Carbone, Elise “Blood on the River”.
- Candidates will develop lesson ideas that utilize the curriculum model presented in class. This includes: 1) at least seven of the ten strategies taught within the course, 2) an anticipatory set, 3) activities coordinated with the English and science curriculum, 4) adaptations for diverse learners, 5) activities that could be used as part of their unit plan that run the range of Blooms Taxonomy.

Assignments for next class:
- Before next class: Marzano, et.al. Classroom Instruction that Works pages 72-83
- Watch Jordan Academy of Teachers “Active Learning Strategies for the History Classroom”. Chapters: Blow the Roof Off!; Photo Analysis;
Week VII (10/13; 10/15):

Date: 10/13

Enduring Understanding II: Pedagogy
Candidates will participate-in, recognize and understand both the practical and theoretical elements of an effective Social Studies classroom. They will be able to utilize strategies and lesson planning templates that incorporate these elements into model lessons.

Essential Questions (II)
II.8 What are the strategies used in an effective social studies lesson?
(i.e. identifying similarities & differences; summarizing & note taking; utilizing geography & building mapping skills; homework & practice; nonlinguistic representations; cooperative learning; setting objectives & providing feedback that reinforces effort; simulations; primary & secondary resources; reading strategies & historical literature [expository text, primary sources, historical fiction, literature, and poetry]; direct instruction)
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II.10 What are the roles of an anticipatory set, exit card, remediation and enrichment in writing curriculum?

Assignments for class:
- Skill: Be able to identify strategies for utilizing nonlinguistic representations.
- Skill: Create and assess strategies for utilizing nonlinguistic representations.
- Bring Carbone, Elise “Blood on the River”
- Candidates will develop lesson ideas that utilize the curriculum model presented in class. This includes: 1) at least seven of the ten strategies taught within the course, 2) an anticipatory set, 3) activities coordinated with the English and science curriculum, 4) adaptations for diverse learners, 5) activities that could be used as part of their unit plan that run the range of Blooms Taxonomy.

Assignments for next class:
- Before next class: Marzano, et.al. Classroom Instruction that Works pages 84-91 Complete learning log utilizing Enduring Understanding II., Essential Questions I.8.
- Watch Jordan Academy of Teachers “Active Learning Strategies for the History Classroom”. Chapters: Literature Circles; Expert Jigsaw; Book in a Day

Date: 10/15:

Enduring Understanding II: Pedagogy
Candidates will participate-in, recognize and understand both the practical and theoretical elements of an effective Social Studies classroom. They will be able to utilize strategies and lesson planning templates that incorporate these elements into model lessons.
Essential Questions (II)

II.8 What are the strategies used in an effective social studies lesson?
(i.e. identifying similarities & differences; summarizing & note taking; utilizing
geography & building mapping skills; homework & practice; nonlinguistic
representations; cooperative learning; setting objectives & providing feedback
that reinforces effort; simulations; primary & secondary resources; reading
strategies & historical literature [expository text, primary sources, historical
fiction, literature, and poetry]; direct instruction)

II.9 What is the responsibility of the social studies teacher in coordinating their
curriculum with other curriculums, and how can they best go about coordinating
the Social Studies curriculum with other curriculum?

II.10 What are the roles of an anticipatory set, exit card, remediation and enrichment in
writing curriculum?

Assignments for class:
- Skill: Be able to identify strategies for utilizing cooperative learning.
- Skill: Create and assess strategies for utilizing cooperative learning.
- Bring Carbone, Elise "Blood on the River".
- Candidates will develop lesson ideas that utilize the curriculum model presented
  in class. This includes: 1) at least seven of the ten strategies taught within the
  course, 2) an anticipatory set, 3) activities coordinated with the English and
  science curriculum, 4) adaptations for diverse learners, 5) activities that could be
  used as part of their unit plan that run the range of Blooms Taxonomy.

Assignments for next class:
- Before next class: Marzano, et.al. Classroom Instruction that Works pages 49-
  60; 92-102. Complete learning log utilizing Enduring Understanding II.,
  Essential Questions I.8.

Week VIII (10/20;10/22):

Date: 10/20:

Enduring Understanding II: Pedagogy
Candidates will participate-in, recognize and understand both the practical and theoretical
elements of an effective Social Studies classroom. They will be able to utilize strategies
and lesson planning templates that incorporate these elements into model lessons.

Essential Questions (II)

II.8 What are the strategies used in an effective social studies lesson?
(i.e. identifying similarities & differences; summarizing & note taking; utilizing
geography & building mapping skills; homework & practice; nonlinguistic
representations; cooperative learning; setting objectives & providing feedback
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strategies & historical literature [expository text, primary sources, historical
fiction, literature, and poetry]; direct instruction)
II.9 What is the responsibility of the social studies teacher in coordinating their curriculum with other curriculums, and how can they best go about coordinating the Social Studies curriculum with other curriculum?

II.10 What are the roles of an anticipatory set, exit card, remediation and enrichment in writing curriculum?

Assignments for class:
- Skill: Be able to identify strategies for setting objectives and providing feedback that reinforces effort.
- Skill: Create and assess strategies for providing feedback and reinforcing effort.
- Candidates will develop lesson ideas that utilize the curriculum model presented in class. This includes: 1) at least seven of the ten strategies taught within the course, 2) an anticipatory set, 3) activities coordinated with the English and science curriculum, 4) adaptations for diverse learners, 5) activities that could be used as part of their unit plan that run the range of Blooms Taxonomy.

Assignments for next class:
- Google “simulation games for history”, “simulations in the social studies classroom”, etc…” Bring three ideas to class.
- Read “Introduction to Simulation”, Appendix I: Readings I.7 pgs 38-43.
  Complete learning log utilizing Enduring Understanding II., Essential Questions I.8.

Date: 10/22

Enduring Understanding II: Pedagogy
Candidates will participate-in, recognize and understand both the practical and theoretical elements of an effective Social Studies classroom. They will be able to utilize strategies and lesson planning templates that incorporate these elements into model lessons.

Essential Questions (II)
II.8 What are the strategies used in an effective social studies lesson?
(i.e. identifying similarities & differences; summarizing & note taking; utilizing geography & building mapping skills; homework & practice; nonlinguistic representations; cooperative learning; setting objectives & providing feedback that reinforces effort; simulations; primary & secondary resources; reading strategies & historical literature [expository text, primary sources, historical fiction, literature, and poetry]; direct instruction)

II.9 What is the responsibility of the social studies teacher in coordinating their curriculum with other curriculums, and how can they best go about coordinating the Social Studies curriculum with other curriculum?

II.10 What are the roles of an anticipatory set, exit card, remediation and enrichment in writing curriculum?

Assignments for class:
- Skill: Be able to identify strategies for utilizing simulations in the classroom.
- Skill: Create and assess strategies for utilizing simulations in the classroom.
Candidates will develop lesson ideas that utilize the curriculum model presented in class. This includes: 1) at least seven of the ten strategies taught within the course, 2) an anticipatory set, 3) activities coordinated with the English and science curriculum, 4) adaptations for diverse learners, 5) activities that could be used as part of their unit plan that run the range of Blooms Taxonomy.

Assignments for next class:
- Watch Jordan Academy of Teachers “Active Learning Strategies for the History Classroom”. Chapters: Primary Sources, Anticipation Guide; QAR; Reciprocal Questioning; Skim and Scan; Stop & Write
- Bring a primary document for next class.

Books  Newspapers by title  Congressional Census  Cartoons
Autobiography  Public opinion poll  Manuscripts Photos  Advertisements
Interviews  Speeches  Audio Videos/DVDs
Magazines  Government agencies  Movies Fiction

Week IX (10/27; 10/29):

Enduring Understanding II: Pedagogy
Candidates will participate-in, recognize and understand both the practical and theoretical elements of an effective Social Studies classroom. They will be able to utilize strategies and lesson planning templates that incorporate these elements into model lessons.

Essential Questions (II)
II.8 What are the strategies used in an effective social studies lesson?
( i.e. identifying similarities & differences; summarizing & note taking; utilizing geography & building mapping skills; homework & practice; nonlinguistic representations; cooperative learning; setting objectives & providing feedback that reinforces effort; simulations; primary & secondary resources; reading strategies & historical literature [ expository text, primary sources, historical fiction, literature, and poetry ]; direct instruction)

II.9 What is the responsibility of the social studies teacher in coordinating their curriculum with other curriculums, and how can they best go about coordinating the Social Studies curriculum with other curriculum?

II.10 What are the roles of an anticipatory set, exit card, remediation and enrichment in writing curriculum?

Assignments for class:
- Skill: Be able to identify strategies for utilizing primary and secondary resources in the classroom
- Skill: Create and assess strategies for utilizing primary and secondary resources in the classroom.
- Candidates will develop lesson ideas that utilize the curriculum model presented in class. This includes: 1) at least seven of the ten strategies taught within the
course, 2) an anticipatory set, 3) activities coordinated with the English and science curriculum, 4) adaptations for diverse learners, 5) activities that could be used as part of their unit plan that run the range of Blooms Taxonomy.

Assignments for next class:
- Complete learning log utilizing Enduring Understanding II, Essential Question II.8.1
- Watch *Jordan Academy of Teachers “Active Learning Strategies for the History Classroom”*. Chapters: Anticipation Guide; QAR; Reciprocal Questioning; Skim and Scan; Stop & Write.
- Make copies of reflective journal and learning logs from 9/1-10/27. Be prepared to turn these in during the next class period.
- Review learning logs and notes in preparation for mid-term exam.

Suggested Reading: Harvey, Stephanie. *Strategies That Work* is an excellent reference book for teaching reading strategies. If time allows (as if!) It would be a tremendous help to you to read, study and practice the suggestions presented in the entire text.

Date: 10/29

Enduring Understanding II: Pedagogy
Candidates will participate-in, recognize and understand both the practical and theoretical elements of an effective Social Studies classroom. They will be able to utilize strategies and lesson planning templates that incorporate these elements into model lessons.

Essential Questions (II)
II.8 What are the strategies used in an effective social studies lesson?
(i.e. identifying similarities & differences; summarizing & note taking; utilizing geography & building mapping skills; homework & practice; nonlinguistic representations; cooperative learning; setting objectives & providing feedback that reinforces effort; simulations; primary & secondary resources; reading strategies & historical literature [expository text, primary sources, historical fiction, literature, and poetry]; direct instruction)

II.9 What is the responsibility of the social studies teacher in coordinating their curriculum with other curriculums, and how can they best go about coordinating the Social Studies curriculum with other curriculum?

II.10 What are the roles of an anticipatory set, exit card, remediation and enrichment in writing curriculum?

Assignments for class:
- Skill: Be able to identify reading strategies for utilizing primary and secondary resources in the classroom
- Skill: Create and assess reading strategies for utilizing primary and secondary resources in the classroom.
Candidates will develop lesson ideas that utilize the curriculum model presented in class. This includes: 1) at least seven of the ten strategies taught within the course, 2) an anticipatory set, 3) activities coordinated with the English and science curriculum, 4) adaptations for diverse learners, 5) activities that could be used as part of their unit plan that run the range of Blooms Taxonomy.

- Mid-Term exam taken in class.
- Turn in copies of reflective journal and learning logs from 9/1-10/27.

Assignments for next class:
- Review requirements for practicum experience and field experience on pages 3-4 of the syllabus.

**Week X (11/3; 11/5):**

**Date: 11/03  Field Observation**

<table>
<thead>
<tr>
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<td>Candidates will be placed with a social studies teacher. While in the classroom they will have the chance to observe the teacher and students, engage with the students by evaluating their work, provide help to individuals and groups and team teach with the classroom teacher. In many cases, arrangements will be made for the candidate to student-teach in the classroom of the teacher with whom they had their practicum experience.</td>
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**Assignments for Field Experience:**

- **Clinical Field Demographic Form** Candidates will complete this standardized form and submit it on their livetext account.

- **Experience log** Candidates will keep a log of their experiences in the classroom. Each entry should record the date, the time they were in the school, and a very brief description of the primary activities in which they engaged.

- **Four lesson plans** Candidates will turn in four lesson plans for the lessons they conduct in class.

- **Two CPAS evaluation forms** Candidates will use the CPAS form to complete a self-evaluation. They will also have their classroom teacher complete a CPAS form at the conclusion of their practicum experience. See appendix ___

- **Three reflective papers**
  - Literacy in Social Studies
  - Teaching in the Classroom
  - Classroom Environment
Teaching Unit: During this period, you should continue to discuss and work on your completed teaching unit with your collaborative team.

Date: 11/05 Field Observation

Enduring Understanding IV: Field Experience
Candidates will be placed with a social studies teacher. While in the classroom they will have the chance to observe the teacher and students, engage with the students by evaluating their work, provide help to individuals and groups and team teach with the classroom teacher. In many cases, arrangements will be made for the candidate to student-teach in the classroom of the teacher with whom they had their practicum experience.

Assignments for class:
- See Assignment for Field Experience 11/03.

Week XI (11/10; 11/12):

Date: 11/10 Field Observation

Enduring Understanding IV: Field Experience
Candidates will be placed with a social studies teacher. While in the classroom they will have the chance to observe the teacher and students, engage with the students by evaluating their work, provide help to individuals and groups and team teach with the classroom teacher. In many cases, arrangements will be made for the candidate to student-teach in the classroom of the teacher with whom they had their practicum experience.

Assignments for class:
- See Assignment for Field Experience 11/03.

Date: 11/12 Field Observation

Enduring Understanding IV: Field Experience
Candidates will be placed with a social studies teacher. While in the classroom they will have the chance to observe the teacher and students, engage with the students by evaluating their work, provide help to individuals and groups and team teach with the classroom teacher. In many cases, arrangements will be made for the candidate to student-teach in the classroom of the teacher with whom they had their practicum experience.

Assignments for class:
- See Assignment for Field Experience 11/03.

Week XII (11/17; 11/19):
Date: 11/17 Field Observation

Enduring Understanding IV: Field Experience
Candidates will be placed with a social studies teacher. While in the classroom they will have the chance to observe the teacher and students, engage with the students by evaluating their work, provide help to individuals and groups and team teach with the classroom teacher. In many cases, arrangements will be made for the candidate to student-teach in the classroom of the teacher with whom they had their practicum experience.

Assignments for class:
  o See Assignment for Field Experience 11/03.

Date: 11/19 Field Observation

Enduring Understanding IV: Field Experience
Candidates will be placed with a social studies teacher. While in the classroom they will have the chance to observe the teacher and students, engage with the students by evaluating their work, provide help to individuals and groups and team teach with the classroom teacher. In many cases, arrangements will be made for the candidate to student-teach in the classroom of the teacher with whom they had their practicum experience.

Assignments for class:
  o See Assignment for Field Experience 11/03.

Week XIII (12/1; 12/3):

Date: 12/01 Field Observation

Enduring Understanding IV: Field Experience
Candidates will be placed with a social studies teacher. While in the classroom they will have the chance to observe the teacher and students, engage with the students by evaluating their work, provide help to individuals and groups and team teach with the classroom teacher. In many cases, arrangements will be made for the candidate to student-teach in the classroom of the teacher with whom they had their practicum experience.

Assignments for class:
  o See Assignment for Field Experience 11/03.

Assignments for next class:
  o Before next class Complete Clinical Field Demographic Form online.
o Complete Experience log.
o Complete four lesson plans using suggested lesson planning template.
o Complete Two CPAS evaluation forms
o Collect classroom teacher completed CPAS form.
o Turn in three reflective papers (Literacy in Social Studies; Teaching in the Classroom; Classroom Environment).
o Review Teacher Work Sample, Appendix I: Readings I.8, pgs 44-59.

Date: 12/03

Enduring Understanding V: Teacher Work Sample

All Student Teacher and/or interns will be required to provide credible evidence of their ability to facilitate learning by the meeting the standards established by the Brigham Young University Educator Preparation Program “Teacher Work Sample”. Candidates should be familiar with these expectations and standards.

Essential Questions (V)

V.1. How can candidates use information about the learning-teaching context and student’s individual differences to set learning goals and objectives and plan instruction and assessment?
V.2. How can candidates set significant, challenging, varied and appropriate learning goals and objectives that are based on states and/or district standards?
V.3. How can candidates use multiple assessment modes aligned with learning goal(s) and objectives to assess student learning before, during, and after instruction?
V.4 How can candidates use instructional design for specific learning goal(s) and objectives, student characteristics and needs, and learning contexts?
V.5. What are regular and systematic evaluations of student learning that candidates can use to make instructional decisions?
V.6. What assessment data can candidates use to report student learning and communicate information about student progress and achievement?
V.7. Why and how can candidates reflect on his/her instruction and analyze student learning to improve teaching practices?

Assignments for class:
o Skill: Be able to identify skills and strategies necessary in a Teacher Work Sample.
o Candidates will develop lesson ideas that are appropriate for the Teacher Work Sample that utilize the curriculum model presented in class. This includes: 1) at least seven of the ten strategies taught within the course, 2) an anticipatory set, 3) activities coordinated with the English and science curriculum, 4) adaptations for diverse learners, 5) activities that could be used as part of their unit plan that run the range of Blooms Taxonomy.
Assignments for next class:
- Come prepared as a team to collaboratively model the unit you have prepared over the course of the semester.
- Bring both a working copy and master copy of all unit skills and strategies for all members of the class (copied on one side only, and three hole punched, for easier collection and distribution).
- Provide the instructor with a soft copy of all skills and strategies used with your model lesson.
- Review the grading rubric entitled “Model Unit” (appendix _) to ensure that each member of your team is prepared for your presentation.
- Ensure that all materials necessary to present your model unit are available in class (audio-visual technology, books, readings etc….)

Week IXX (12/8; 12/10):

Date: 12/08 Model
Assignments for class:
- Present and participate in model lesson.
- Turn in Model Unit/ Final Exam

Assignments for next class:
- See 12/03

Date: 12/10 Model

Assignments for class:
- Present and participate in model lesson.
- Turn in Model Unit/ Final Exam

Assignments for next class:
- See 12/03