

**The REACH Program of
Trinity International University**

**ED 343R:
Concepts and Methods of
Teaching Social Studies K-9**

Student Manual 5.1

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I. Course Description

ED 343R: Concepts and Methods of Teaching Social Studies K-9. A course encompassing the scope, content, resources, methods, and interdisciplinary application of teaching social studies in the elementary classroom. Limited to elementary education candidates. Prerequisites: ED 303R, admission to the School of Education (Gate 1) and passing score on IL history competency exam. *Two hours.*

II. Course Overview

In this course you will explore the interdisciplinary content of social studies which encompasses history, geography, economics, civics, and social systems. Through both individual and collaborative assignments as well as in-class activities you will gain experiences which will enable you to instruct your students in a more authentic, engaging, and effective way.

III. Course Materials

A. Required textbooks:

Fritzer, P.J., and Brewer, E.A. (2010). *Social studies content for elementary and middle school teachers.* New York: Allyn & Bacon.

Maxim, G.W. (2010). *Dynamic social studies for constructivist classrooms.* New York: Allyn & Bacon.

B. Recommended textbooks:

Chen, J.Q., Moran, S. & Gardner, H. (2009). *Multiple intelligences around the world.* San Francisco, CA: Jossey-Bass.

Fredericks, A.D. (2007). *Much more social studies through children's literature: A collaborative approach.* Westport, Connecticut: Teacher Ideas Press.

Hakim, J. (2005). *A history of U.S.: The first Americans.* New York: Oxford University Press.

Hakim, J. (2005). *A history of U.S.: Making thirteen colonies.* New York: Oxford University Press.

Hakim, J. (2005). *A history of U.S.: From colonies to country.* New York: Oxford University Press.

Hakim, J. (2005). *A history of U.S.: The new nation.* New York: Oxford University Press.

Hakim, J. (2005). *A history of U.S.: Liberty for all?* New York: Oxford University Press.

Hakim, J. (2005). *A history of U.S.: War, terrible war.* New York: Oxford University Press.

Martone, E. (2009). (Ed.). *Encyclopedia of blacks in European history and culture* volume 1: A-j. Westport, CT: Greenwood Press.

Martone, E. (2009). (Ed.). *Encyclopedia of blacks in European history and culture* volume 2: K-z. Westport, CT: Greenwood Press.

Partin, R.L. (2003). *The social studies teacher's book of lists* second edition. San Francisco, CA: Jossey-Bass.

C. Recommended Websites:

www.ncss.org

www.isbe.state.il.us/ils/html/descriptors.htm

(Social Science descriptors)

www.web-and-flow.com

(How to create and use a WebQuest)

<https://teacher.scholastic.com/tools/>

(Technology tools ideas)

<http://school.discovery.com>

(Technology tools ideas)

www.socialstudies.org

(Trade books, games, lesson plans, projects)

www.thinkfinity.org

(Free, excellent subject-specific content for teachers)

IV. Course Policies

A. APA Documentation

All written work (e.g. worksheets/essay questions, reflection papers, final projects, etc.) in the REACH Program must conform to the APA parenthetical notation style (please consult *A Pocket Style Manual*). This includes:

- an APA title page (including a running header and page numbers)
- an “Abstract” page with a 1-2 paragraph summary of your paper (an abstract is only necessary for your Applied Learning Papers, but not for your smaller assignments)
- In-text citations (with author(s), date, and page number (if applicable))
- Note Well: Even discussion board postings and PowerPoint presentations, for example, must use in-text citations when you cite another person’s work or ideas.
- A “References” page (it is not called a “bibliography”)
- One inch margins
- 12 point font
- double spaced

Failure to use and cite others' work or ideas properly will lead to charges of academic dishonesty. See below for more information.

B. Academic Integrity

As a member of the Trinity community, we ask you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: using another's work or ideas without proper documentation, which requires citing the author or authors' name(s), date of publication, and page number (if applicable)
- Cheating: using notes, books, or crib sheets during closed-book quizzes or exams, or copying from another student's work
- Submitting Previous Work: submitting your work that was previously turned in for credit
- Ghosting: writing a paper or taking a quiz (or any other evaluation) in place of another student
- Aiding and Abetting: helping others to commit acts of academic dishonesty, or failing to report those who have or plan to commit dishonest acts

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. IF a violation is confirmed, the student may receive an "F" for the assignment and the course. In such a case, the student may not drop the course. The faculty member will document the case of dishonesty, explaining the incident and the action taken. The Associate Dean of Nontraditional Education (Director of School of Education for the REACH to Teach program) will receive a copy of this report, and a copy will be placed in the student's file. In serious cases of academic dishonesty, the Associate Dean may choose to meet with the student and faculty member to review the case. Multiple violations may lead to a student's dismissal from the program.

C. Late Work

All assignments must be turned in on or before the date they are due. Any assignment turned in late will be deducted as follows:

1. 10% off for up to one day late
2. 20% off for up to two days late
3. Assignments more than two days late will receive a zero

An extension on the time needed to submit final course requirements will be granted only in unusual circumstances and if the instructor and the Associate Dean (Director of School of Education) grant the request.

D. Attendance Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of contact with the instructor and the learning community has been lost.

For face-to-face courses, students missing one class session will be penalized between one-half and one full letter grade. Students missing two class sessions will receive an "F" for the

course. Any student missing more than 30 minutes of a course session will be considered absent for the full course session.

For online courses, students must participate actively in class discussions and activities. Failure to do so will result in a grade reduction of one-half to a full letter grade at the discretion of the instructor.

E. Basic Writing and Speaking Proficiency

The REACH Program expects you to maintain basic standards of writing and speaking proficiency. If you believe you need support in one or both areas, please contact your academic advisor and/or use the resources in the following section.

F. Disposition Policy

REACH students are expected to conduct themselves in a manner which reflects Christ-like behavior. Comments made in class should reflect the instruction, discussion, or activity at hand. Disagreements which may arise from differences of opinion or philosophy should be handled both professionally and politely. Respect for all is key.

G. ADA Policy

In keeping with the Americans with Disabilities Act of 1990, it is the goal of the REACH Program to ensure educational opportunity for all students with special needs. It is the responsibility of the documented student to contact the instructor regarding the necessary academic adjustment or auxiliary aid.

V. Course Outcomes

A. The current teacher candidate should understand that social studies is a comprehensive and dynamic content area which encompasses the NCSS Curriculum Standards for Social Studies. These standards include performance indicators for the ten thematic strands which are:

Strand I: Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

1. * Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;

*** Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.*

2. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;

Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

3. Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in particular cultures;

Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.

4. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions;

Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.

5. Give examples and describe the importance of cultural unity and diversity within and across groups.

Articulate the implications of cultural diversity, as well as cohesion, within and across groups.

Strand II: Time, Continuity and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

1. Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views;

Demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views.

2. Demonstrate any ability to use correctly vocabulary associated with time such as past, present, future and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.

Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

3. Compare and contrast different stories or accounts about past events, people, places or situations, identifying how they contribute to our understanding of the past;

Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.

4. Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos and others;

Identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidences for claims, checking credibility of sources, and searching for causality.

5. Demonstrate an understanding that people in different times and places view the world differently.

Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

6. Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about, and action-taking on public issues.

Same as above.

Strand III: People, Places, and Environments

Social studies programs should include experiences that provide for the study of people, places, and environments, so that the learner can:

1. Construct and use mental maps of locales, regions, and the world that can demonstrate understanding of relative location, direction, size and shape;

Elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size and shape.

2. Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.

Create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.

3. Use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.

Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography

to generate, manipulate, and interpret information such as atlases, data bases, grid systems, graphs, and maps.

4. Estimate distance and calculate scale;

Estimate distance, calculate scale, and distinguish other geographic relationships such as population density and spatial distribution patterns.

5. Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;

Locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans, and explain their relationship within the ecosystem.

6. Describe and speculate about physical system changes such as seasons, climate and weather, and the water cycle.

Describe physical system changes such as seasons, climate and weather, and the water cycle and identify geographic patterns associated with them.

7. Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;

Describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like.

8. Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;

Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.

9. Explore ways that the earth's physical features have changed over time in the local region and beyond and how these changes may be connected to one another;

Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.

10. Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;

Same as above.

11. Consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.

Propose, compare and evaluate alternative uses of land and resources in communities, regions, nations, and the world.

Stand IV: Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

1. Describe personal changes over time, such as those related to physical development and personal interests;
Relate personal changes to social, cultural, and historical contexts.
2. Describe personal connections to place—especially place as associated with immediate surroundings;
Describe personal connections to place—as associated with community, nation, and the world.
3. Describe the unique features of ones’ nuclear and extended families.
Describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity.
4. Show how learning and physical development affect behavior.
Relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development.
5. Identify and describe ways family, groups, and community influence the individual’s daily life and personal choices;
Identify and describe ways regional, ethnic, and national cultures influence individuals’ daily lives.
6. Explore factors that contribute to one’s personal identity such as interests, capabilities, and perceptions;
Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.
7. Analyze a particular event to identify reasons individuals might respond to it in different ways.
Identify and interpret examples of stereotyping, conformity, and altruism.
8. Work independently and cooperatively to accomplish goals.
Same as above.

Strand V: Individuals, Groups, and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

1. Identify roles as learned behavior patterns in group situations, such as student, family member, peer play group member, or club member;
Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.
2. Give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture.
Analyze group and institutional influences on people, events, and elements of culture.

3. Identify examples of institutions and describe the interactions of people with institutions;
Describe the various forms institutions take and the interactions of people with institutions.
4. Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;
Identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity.
5. Identify and describe examples of tension between an individual's beliefs and government policies and laws.
Identify and describe examples of tensions between belief systems and government policies and laws.
6. Give examples of the role of institution in furthering both continuity and change;
Describe the role of institutions in furthering both continuity and change.
7. Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.
Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

Strand VI: Power, Authority, and Governance

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

1. Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;
Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
2. Explain the purpose of government;
Describe the purpose of government and how its powers are acquired, used, and justified.
3. Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict.
Analyze and explain the ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
4. Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;
Describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.

5. Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;

Identify and describe the basic features of the political system in the United States, and identify representative leaders from various levels and branches of government.

6. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;

Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

7. Explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps to resolve conflicts.

Describe and analyze the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to, or helps resolve conflict.

8. Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concept such as fairness, equity, and justice.

Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.

9. Give examples and explain how government s attempt to achieve their stated ideals at home and abroad.

Strand VII: Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of good and services,, so that the learner can:

1. Give examples that show how scarcity and choice govern our economic decisions;

Give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.

2. Distinguish between needs and wants;

Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market.

3. Identify examples of private and public goods and services;

Explain the difference between private and public goods and services.

4. Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies;

Describe a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.

5. Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services;
Describe the role of specialization and exchange in the economic process.
6. Describe the influence of incentives, values, traditions, and habits on economic decisions;
Explain and illustrate how values and beliefs influence different economic decisions.
7. Explain and demonstrate the role of money in everyday life.
Differentiate among various forms of exchange and money.
8. Describe the relationship of price to supply and demand;
Compare basic economic systems according to who determines what is produced, distributed, and consumed.
9. Use economic concepts such as supply, demand, and price to help explain events in the community and nation.
Use economic concepts to help explain historical and current developments and issues in local, national, or global concepts.
10. Apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly-filling landfill.
Use economic reasoning to compare different proposals for dealing with a contemporary social issue such as unemployment, acid rain, or high quality education.

Strand VIII: Science, Technology, and Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

1. Identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication;
Examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare.
2. Identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore drilling, medicine from rain forests, and loss of rain forests due to extraction of resources of alternative uses;
Show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants and security.
3. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment.
Describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the printing press, conceptions of the universe, applications of atomic energy and genetic discoveries.

4. Identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies;

Explain the need for laws and policies to govern scientific and technological applications, such as in the safety and well-being of workers and consumers and the regulation of utilities, radio, and television.

5. Suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good;

Seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.

Strand IX: Global Communication

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

1. Explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding;

Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.

2. Give examples of conflict, cooperation, and interdependence among groups, societies, and nations;

Analyze examples of conflict, cooperation, and interdependence among groups, societies and nations.

3. Examine the effects of changing technologies on the global community.

Describe and analyze the effects of changing technologies on the global community.

4. Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species.

Explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.

5. Examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection;

Describe and explain the relationships and tensions between national sovereignty and global interest in such matters as territory, natural resources, trade, use of technology, and welfare of people.

6. Investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.

Demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights.

7. Identify and describe the roles of international and multinational organizations.

Strand X: Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles and practices of citizenship in a democratic republic, so that the learner can:

1. Identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations.

Examine the origins and continuing influences of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.

2. Identify examples of rights and responsibilities of citizens;

Identify and interpret sources and examples of the rights and responsibilities of citizens.

3. Locate, access, organize, and apply information about an issue of public concern from multiple points of view.

Locate, access, analyze, organize, and apply information about selected public issues—recognizing and explaining multiple points of view.

4. Identify and practice selected form of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

5. Explain actions citizens can take to influence public policy decisions;

Explain and analyze various forms of citizen action that influences public policy decisions.

6. Recognize that a variety of formal and informal actors influence and shape public policy;

Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making.

7. Examine the influence of public opinion on personal decision making and government policy on public issues.

Analyze the influence of diverse forms of public opinion on the development of public policy and decision-making.

8. Explain how public policies and citizen behaviors may or may not reflect the state ideals of a democratic republican form of government.

Analyze the effectiveness of selected public policies and citizen behaviors in realizing the state ideals of a democratic republican form of government.

9. Describe how public policies are used to address issues of public concern;

Explain the relationship between policy statements and actions plans used to address issues of public concern.

10. Recognize and interpret how the “common good” can be strengthened through various forms of citizen action.

Examine strategies designed to strengthen the “common good” which consider a range of options for citizen action.

* - Performance expectations for elementary grades.

** - Performance expectations for middle school grades.

B. The educator of the 21st century should know that the social studies scope and sequence for grades K-8 is an articulated and spiraling curriculum which focuses on political systems, economics, history, geography and social systems with an emphasis on preparing students to become contributing citizens. The typical emphasis at each grade level includes:

K – Self-Awareness

1 – Self in Primary Social Groups: The Home and School

2 – Social Groups in the Neighborhood

3 – Social Groups in the Larger Community

4 – Human Life in Expanded Areas: The Region

5 – People and Principles in the Americas

6 – Human Groups and Cultural Concepts: The Eastern Hemisphere

7 – Human Structures Within a Global Context

8 – Human Political and Cultural Structures in a Democratic Society:

A History of the United States of America

C. Through readings, discussion, instruction, as well as individual and collaborative assignments the students in this course will be able to:

1. Design learning experiences to enhance the use of appropriate technologies. (IPTS 1I)

2. Facilitate a learning community which values and respects differences. (IPTS 3G)

3. Design instruction that recognizes the necessity of addressing different learning styles. (IPTS 3L)

4. Recognize and utilize strategies for effective classroom management. (IPTS 5A)

5. Choose strategies which foster shared decision making and collaboration. (IPTS 5K)

6. Further develop reflective skills to improve instruction. (IPTS 10A)

VI. Course Requirements

“The 21 st Century School Essay” (individual assignment)	20 points
U.S. or World History Interactive Game (individual assignment)	30 points
Create A Culture Exchange (collaborative assignment)	20 points
Curriculum Review (individual assignment)	10 points
Political Perspective Interview (individual assignment)	10 points
Trade Book Project (individual assignment)	20 points
Differentiated Lesson Plan (collaborative assignment)	20 points
Global Market Fair (collaborative assignment)	30 points
<i>Passport to Places</i> Book (individual assignment)	40 points
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Total Points	200 points

VII. Grading Scale

Your grade will be based upon your points earned.

Points Earned	Percentage	Grade
183-200	92-100	A
179-182	90-91	A-
175-178	88-89	B+
163-174	82-87	B
159-162	80-81	B-
155-158	78-79	C+
143-154	72-77	C
139-142	70-71	C-
135-138	68-69	D+
123-134	62-67	D
119-122	60-61	D-
0-118	0-59	F

VIII. Course Schedule

A. Session One:

1. Outcomes for Session One

At the end of this session the student will be able to:

- a. Describe the major disciplines which comprise social studies.
- b. Define constructivist teaching
- c. Compare and contrast the 21st century school with the 20th century school.
- d. Analyze the six methodologies for effective instruction.
- e. Analyze pedagogy and methodologies in text.
- f. Apply an awareness of learning preferences through the creation of a differentiated lesson.

2. Assignments Due for Session One

- a. Read *Dynamic Social Studies for Constructivist Classrooms* chapters 1-3.
- b. Read *Social Studies Content for Elementary and Middle School Teachers* chapters 1-5.
- c. Write “The 21st Century School Essay” in the Documents Needed for Session One section.
- d. Complete the “Candidate Profile” in the Documents Needed for Session One section.
- e. Create an interactive U.S. or World History Game.

3. Documents Needed for Session One

Session One In-Class Activities

Activity #1: “To Be or Not to Be”

- Divide into triads.
- Using a large sheet of Post It paper draw two columns (divide the paper in half length-wise).
- Label one column “Not to Be (left side)
- Label one column “To Be” (right side)
- On the “Not to Be” column list your own recollections of social studies lessons taught in ways which were tedious, uninspiring, or difficult.
- On the “To Be” column list your own recollections of social studies lessons which were fun, engaging, and helpful.
- Be prepared to have a spokesperson share your list.
- Reflect upon why the “Not to Be” list differs from the “To Be” list.

Activity #2: Jigsaw Chapter Review

- Realign your groups into quintets.
- Choose to review chapter 1, 2, or 3 (collaborate with other quintets on choice of chapter).
- Meet with your quintet to review your chapter.
- Discuss and select the three most important themes of the chapter (include focus words). Think of the “Big Picture.”
- Be prepared to have a spokesperson share your analysis.

Activity #3: Six Methodologies for Effective Instruction

- Remain in your quintets.
- As a group briefly think about what a teacher needs to know and be able to do in addition to having excellent content knowledge. Volunteer responses.
- Listen carefully as the instructor analyzes and discusses six methodologies and a rubric to assess.
- Take detailed notes. Study them.

Activity #4: U.S. or World History Game

- Set up your game.
- Choose a game to play.
- Rotate every 20 minutes.

Session One (Assignment C): The 21st Century School Essay

Thoughtfully read the article entitled, “The 21st Century School.” As you carefully read the article reflect upon the comments made by the Federal Reserve Board Chairman, Alan Greenspan. In addition to technical know-how Greenspan asserts that workers must be equipped with what four crucial abilities?

In addition to focusing upon those four abilities, consider the characteristics of 21st century schools. What are the seven areas which must be added to the “basics” in the curriculum? How should the instructional process be designed to ensure student success?

Besides those additions, how can 21st century technology tools such as palms, PowerPoint, graphing calculators and video streams be effectively utilized to promote learning?

Finally, reflectively consider the most important characteristic of the 21st century school: it’s view of the learner. What are the five critical foci which will assist in creating a community of learners who are “guided partners” in the learning process?

Having thoroughly digested the article, “The 21st Century School,” write a 4-6 page essay of review and reflection. Your essay must include the following requirements:

- Essay must adhere to the Course Policy guidelines (i.e. 12-point font, double-spaced, include citations if applicable).
- Essay must be 4-6 pages in length.
- Essay must address the five questions asked in the directions.
- Essay must evidence your reflection on how you will prepare yourself to teach effectively.
- *Essay must evidence one additional reading or discussion on the topic of the 21st century school or classroom.
- Essay must demonstrate competency in conventions including grammar, spelling, and punctuation
- Essay must be handed in at Session One.

*Your additional reading must be on the topic of the 21st century school. Your reading may include a newspaper article, profession journey essay, or a piece found by means of a search engine (i.e. Google). Use an in-text citation as described in IV. Course Policies to cite another person’s work or ideas. In lieu of an additional reading you may have an informed discussion (interview) with a certified teacher. As previously indicated, cite the teacher’s comments. It must be cited as an interview.

THE 21st CENTURY SCHOOL

The Urgency

The world in which students live has changed dramatically and schools must change as well. According to former Federal Reserve Board Chairman Alan Greenspan, there will be an evolving demand for 21st century skills in our economy: "Workers in many occupations are being asked to strengthen their cognitive skills; basic credentials, by themselves, are not enough to ensure success in the workplace. Workers must be equipped not simply with technical know-how but also with the ability to create, analyze and transform information and to interact effectively with others. Moreover, that learning will increasingly be a life-long activity." As educators, we must prepare students for this kind of world.

The Characteristics

The characteristics of 21st century schools consist of the content and tools of teaching and also involve a philosophy about the way students should be taught and the student's responsibility in the learning process. A 21st century school looks at the broader economic, demographic and social trends in the state, the nation and the world and tries to understand the context of the education they are providing. Whether the setting is rural like West Virginia or more suburban, these schools realize students need a curriculum built on the basics but one also rich in global awareness; financial, economic, and business literacy; civic literacy; and information and communication technology. But being a 21st century school involves more than changing the curriculum. An effective 21st century school sees the quality of the instructional process as key to student success. Thus, basic facts and basic skills are important to the extent that they provide a foundation for understanding of complex issues, to solving problems and to thinking critically and creatively. The instructional process is intentionally designed as a journey to deep understanding and application of that knowledge to relevant issues. This kind of instruction affects the design of instructional strategies, the quality of authentic

- The world has changed, schools must change
- Evolving demand for 21st century skills
- Workers need to strengthen their cognitive skills; basic credentials are not enough
- Workers must be equipped with the ability to:
 - create
 - analyze
 - transform information
 - interact effectively with others
- As educators, we must prepare students for this kind of world.
- Students need a curriculum built on the basics but one also rich in global awareness; financial, economic, and business literacy; civic literacy; and information and communication technology
- Being a 21st century school involves more than changing the curriculum; the quality of the instructional process is key to student success
- The instructional process is intentionally designed as a journey to deep understanding and application of that knowledge to relevant issues (authentic lessons)
- 21st Century schools see that increasing numbers of students come to the public schools as "digital natives," able to navigate sophisticated applications of technology tools
- These schools see technology as a way of life
- Students beam writing assignments from their palms to fellow students for peer editing, they routinely prepare PowerPoint presentations, upload scientific data into graphing calculators for mathematical analysis, download graphics or video stream for assignments and even may interview a NASA scientist over the Internet

assessments, the selection of resources and even the setting for instruction. 21st Century schools see that increasing numbers of students come to the public schools as ‘digital natives,’ able to navigate sophisticated applications of technology tools. Thus, these schools see technology as a way of life. Students beam writing assignments from their palms to fellow students for peer editing, they routinely prepare PowerPoint presentations, upload scientific data into graphing calculators for mathematical analysis, download graphics or video stream for assignments and even may interview a NASA scientist over the Internet. Guided use of these tools brings richness of understanding, relevance and creative energy into the school and classroom. However, the most pronounced characteristic of the 21st century school is its view of the learner. Students living in a world constantly changed by technology must be life-long learners. Thus, 21st century schools focus on creating learners who are active and self-directed; who are given help in understanding their own learning styles; who are given choices in the learning process and clear guidance through rubrics on how to judge the quality of their own work. The 21st century school is truly about creating a community of learners, where students are guided partners in the learning process.

→ Guided use of these tools brings richness of understanding, relevance and creative energy into the school and classroom

→ The most pronounced characteristic of the 21st century school is its view of the learner—students living in a world constantly changed by technology must be life-long learners

→ 21st century schools focus on creating learners who are:

- active and self-directed
- given help in understanding their own learning styles
- given choices in the learning process
- provided clear guidance through rubrics on how to judge the quality of their own work

→ The 21st century school is truly about creating a community of learners, where students are guided partners in the learning process

The 21 st Century School Essay Rubric					
Possible Points	5-4	3	2-1	1-0	Score
Concepts	-Explained all fundamental concepts clearly -Addressed all five questions in depth	-Explained most fundamental concepts -Addressed four questions	-Explained some fundamental concepts -Addressed three or two questions	-Explained no fundamental concepts -Addressed one or no questions	/5
Self-Reflection and Preparation	-Evidenced deep self-reflection -Described four or more strategies to prepare self	-Evidenced self-reflection -Described three strategies to prepare self	-Little evidence of self-reflection -Described two strategies to prepare self	-No evidence of self-reflection -Described one or no strategies to prepare self	/5
Companion Article or Interview	-Described companion article or interview in depth -Analyzed three or more main points	-Described companion article or interview -Analyzed two main points	-Little evidence of reading article or interview -Analyzed one main point	-Little or no evidence of reading article or interview -Somewhat analyzed one main point	/5
Conventions	-Wrote essay using standard English -0 errors in grammar, spelling or punctuation	-Wrote essay using standard English -1-3 errors in grammar, spelling or punctuation	-Wrote essay using some standard English -4-6 errors in grammar, spelling or punctuation	-Wrote essay using little standard English -7 or more errors in grammar, spelling or punctuation	/5

Total:

/20

Strengths

Needs Improvement

Instructor Signature

Date

Session One (Assignment D): Candidate Profile

Greetings, candidates! I am delighted you are in my class. Please take some time to complete your profile.

Name: _____

Nickname if applicable: _____

Cell phone: _____ Text? ___ Yes ___ No

E-mail: _____

Address: _____

Occupation: _____

Teaching preference (circle one):

Primary Elementary Intermediate Elementary

Middle School Grade 6 Middle School Grade 7 Middle School Grade 8

Area of concentration or content: _____

Ethnic background: _____

Church background: _____

(Continued on next page)

1. What are your expectations for this course?

2. What do you feel are the two defining issues facing the nation? How will our country's choices in those two areas affect 21st century students?

3. Describe some of your experiences with children or youth (i.e. coaching, teaching Sunday School, Boy Scouts or Girl Scouts).

Session One (Assignment E): U.S. or World History Game

Select a specific event (i.e. Civil War), time period (i.e. The Renaissance), or group of heroic characters (i.e. The Sons of Liberty). You may wish to access www.socialstudies.org for game ideas. Design and create an original game. If you have adapted an idea from the aforementioned (or similar) website you will need to cite that in APA style. Adhere to the following guidelines in creating your game.

- Since during class all games will be set up at once and played simultaneously in small groups, you must provide clear, written directions. This Introduction and Directions page(s) must include:

1. The name of your game
2. The discipline (i.e. U.S. or World History)
3. The suggested number of players
4. The approximate amount of time to complete your game

Note: It is highly recommended that your game take no more than 20 minutes to play

5. Background information (what prior knowledge does a student need to play this game?)
 6. Social Studies Unit appropriate for this game
 7. Suggested grade level(s) appropriate for this game
 8. The player pieces (if any) with a brief description
 9. The clear and specific Rules for playing this game
 10. How to begin the game (i.e. choosing the order of players)
 11. How the game concludes
 12. How to determine the “winner”
- Provide all materials needed to play the game. These may include:
 1. A sturdy and attractive game board
 2. All player pieces
 3. Cards or other auxiliary artifacts
 4. Simple prizes (absolutely optional!)
 5. A laptop (A word of caution: your technology must work properly. No additional class session will be used for games.)
 - Create a game which is sturdy, attractive, colorful, and engaging (i.e. high-quality throughout)
 - Develop the kind of game which could truly be used at your chosen grade level(s).
 - The purpose of your game is high-level academics. Please keep that in mind.

U.S. or World History Game Grading Guidelines

Name _____

Attach this sheet to your Introduction and Directions page prior to handing it in.

- The Introduction and Directions page includes the name, discipline, appropriate unit, grade level(s), number of players, time needed, background information, pieces description, and detailed rules for this game. **/12**
- All materials necessary to play this game have been included. **/5**
- The purpose of the game (high-level academics) is evident. **/5**
- The Game is well made/designed, attractive, and engaging. **/5**
- The Introduction and Directions as well as the game itself and parts evidence correct English conventions. **/3**

Total Number of Points Earned: **/30**

B. Session Two:

1. Outcomes for Session Two

At the end of this session the student will be able to:

- a. Use a trade book to stimulate curiosity toward and interest in a social studies discipline.
- b. Compare and contrast differing political perspectives.
- c. Identify 21st Century skills addressed in a published curriculum at a particular grade level.
- d. Analyze the beliefs and values typical of any culture using the Create A Culture model.
- e. Identify the Cultural Universals and create a new culture.
- f. Analyze pedagogy and methodologies in text.

2. Assignments Due for Session Two

- a. Present a Trade Book Project.
- b. Conduct a Political Perspective Interview with two people of differing political persuasions.
- c. Write a Curriculum Review using one grade level.
- d. Develop a Create A Culture model. Exchange.

3. Documents Needed for Session Two

Session Two In-Class Activities

Activity #1: Jigsaw Chapter Review

- Divide into quintets (not the same groups as in Session One).
- Choose to review chapter 4, 5, or 6.
- Meet with your quintet to review your chapter.
- Discuss and select the three most important themes of the chapter (include focus words). Think of the “Big Picture.”
- Be prepared to have a spokesperson share your analysis.

Activity #2: Artifact Adventure

- Realign into triads.
- Select a burlap bag.
- Remove its contents.
- Carefully observe and analyze the artifacts.
- Try to determine the following pieces of information:
 1. What the artifact(s) are made from.
 2. Where the artifacts might be found.
 3. When the artifacts might have been used?
 4. How the artifacts were used?
 5. What the artifact reveals about this culture?
- Be prepared to summarize both your analyses and findings.

Activity #3: Trade Book Project

- Take a few moments to organize and set up your Trade Book Project.
- Discuss your trade book choice.
- Describe your project in a fluent and engaging manner.

Activity #4: Create A Culture

- Take careful notes as the instructor analyzes the cultural universals.
- Divide into quartets (there needs to be an even number of groups for this activity so the group sizes may vary slightly).
- Meet with your quartet in a somewhat isolated location (may be in the classroom).
- “Secretly” (without knowledge of other quartets) choose a time period...past or future and develop a new culture.
- Make a poster and an artifact for each of the cultural universals. Spend 35 minutes.
- Exchange your culture posters and artifacts with another quartet.
- Analyze the other quartet’s posters and artifacts.
- Choose two spokespersons who will make inferences about the other quartet’s culture.
- Also listen to the other quartet make inferences about your quartet’s culture.
- Take turns briefly describing your own culture to see if their inferences were correct.

Session Two (Assignment A): Trade Book Project

Select a trade book which is appropriate for an elementary or middle school social studies lesson. You may choose from the recommended list below, access a grade level list from any public school district, or access the website www.socialstudies.org. Type “social studies tradebooks” in the Search bar. Click “Search.” Scroll down to “Notable Tradebooks for Young People” where you will find books listed by year from 2000-2008. Click on the year of your choice to download a free PDF format list of books.

Upon completion of your reading choose a creative and engaging project to introduce the book and its themes to your classmates. Consider how you would require the students in your own classroom to present their books. In creating your project keep these requirements in mind:

- Your tradebook must be suitable for grades K-8.
- You must type an Introductory and Background page which includes the following information:
 1. Title of the tradebook.
 2. The author of the trade book.
 3. The suitable grade level(s).
 4. The major theme(s) included in the book.
 5. The type of unit in social studies for which this book is suitable.
 6. An annotation (brief summary) of this book including main characters, time period, setting, brief plot (problem/conflict, beginning, middle, end, and resolution).
 7. Indicate whether or not this book may contain any PG or stronger language or other cautions.
- Your Project may take any form except a game. Your Project may not be a game. Some suggestions include:
 1. Journal or diary (i.e. first person with protagonist telling the story).
 2. Timeline showing the significant events with illustrations.
 3. Play or dramatization. This may include the use of puppets, props and a theater.
 4. Poster depicting the characters and plot.
 5. Graphic organizers suitable to represent the story. The organizer should include much detail and include suitable illustrations.
- You will orally present your Project to the class.

A list of recommended books is included below. You may select another notable book of your choosing.

Aaseng, Nathan. *Navajo Code Talker*. (Navajo and WWII)

Adler, David A. *Heroes of the Revolution*. (Colonial period)

Armstrong, Jennifer. *The American Story: 100 True Tales from American History*. (American history)

Ayer, Eleanor. *Parallel Journeys*. (WWII)

Fox, Mem. *Whoever You Are*. (Cross-cultural)

Freedman, Russell. *In Defense of Liberty: The Story of America's Bill of Rights*. (New nation)

Garza, Carmen. *Family Pictures*. (Latino culture)

Granfield, Linda. *America Votes: How Our President Is Elected*. (American civics)

Hunter, Sara Hoagland. *The Unbreakable Code*. (Navajo culture and WWII)

Krull, Kathleen. *Harvesting Hope: The Story of Cesar Chavez*. (Latino culture)

Polacco, Patricia. *The Keeping Quilt*. (Jewish immigration)

Ryan, Pam Muñoz. *Esperanza Rising*. (Latino culture)

Trade Book Project Grading Guidelines

Name _____

Attach this sheet to your Introductory and Background page before handing it in.

- The Introductory and Background Page includes the title, author, grade level, theme(s), suitability, and summary. /7
- The Project demonstrates excellent content knowledge. /3
- The Project is displayed in a creative way. /7
- The Presentation of the Trade Book Project is articulate, fluent, engaging and evidences correct conventions. /3

Total Number of Points Earned /20

Session Two (Assignment B): Political Perspective Interview

Conduct an interview with two people of differing political persuasions. Prior to each interview write several interview questions which focus upon three issues that frame today's political debate (i.e. the economy, immigration, health care, education reform, homeland security, "green" energy policies, gay rights). In addition to recording their responses, ask questions to ascertain the reasons your interviewees have come to hold such views. Your Political Perspective Interview must meet the following requirements:

- You must conduct your interview with two people who hold differing political views.
- Your interview must be based upon questions which cover three issues which frame today's political debate.
- At the bottom of your paper you must include a proper interview citation using APA style.
- You must write an introductory paragraph.
- The interview must be written in the Q: (Question) A: (Answer) format.
- As much as is possible write direct quotation responses from the interviewees (a recording device may assist in this process).
- You must write one or more concluding paragraphs.
- You are expected to write in standard English, using correct grammar, spelling, and punctuation.

Political Perspective Interview Grading Guidelines

Name _____

Attach this sheet to your completed Political Perspective Interview prior to handing it in.

- Contains relevant responses regarding at least three issues which frame today's political debate. /5
 - Discusses the values, background or experiences of each interviewee which has influenced his or her opinions. /3
 - Includes APA citation to document the interviews. /1
 - Uses standard English with correct grammar, spelling, and punctuation. /1
- Total Number of Points Earned:* /10

Session Two (Assignment C): Curriculum Review

Select a grade level K-5 for this assignment. Obtain a copy of a sample grade-level curriculum from the instructor of this class. You may also choose to obtain a copy from a public school district of your choice. Thoughtfully review the curricular expectations for social studies paying particular attention to the 21st Century skills delineated. Using this data write a concise summary of your finding noting these requirements:

- Write your Curriculum Review in paragraph style.
- Your Review should be 4-6 pages in length double-spaced.
- Your Review must give examples of skills (i.e. Civics or Political Systems, History, Geography, Economics, Social Systems).
- Any skills you note must have the characteristics of 21st Century skills.
- Reflectively comment on the district's choice of and commitment to 21st Century skills.
- Your paper must evidence standard English as well as correct grammar, spelling, and punctuation.

Curriculum Review Grading Guidelines

Name _____

Attach this sheet to your Curriculum Review before handing it in.

- The Review covers a minimum of five social studies disciplines. /2
- The Review identifies the 21st Century skills. /3
- The Review includes a reflective and thoughtful analysis of the district's attention to 21st Century skills. /3
- The Review is 4-6 pages in length (double-spaced) and written in paragraph style. /1
- The Review is written in standard English with correct grammar, spelling, and punctuation. /1

Total Number of Points Earned: /10

C. Session Three:

1. Outcomes for Session Three

At the end of this session the student will be able to:

- a. Reflect upon learnings achieved and strategies developed in this course through completion of an Online Course Survey.
- b. Write and present a strong Differentiated Lesson Plan which identifies what students should know, understand, and be able to do as a result of the lesson.
- c. Analyze pedagogy and methodologies in text.
- d. Demonstrate the ability to work collaboratively.
- e. Present the lesson in a fluent and engaging manner.

2. Assignments Due for Session Three

- a. Complete the Online Course Survey.
- b. Write and present a Differentiated Lesson Plan.

3. Documents Needed for Session Three

Session Three In-Class Activities

Activity #1: Jigsaw Chapter Review

- Divide into quintets.
- Choose to review chapter 7, 8, or 9.
- Meet with your quintet to review your chapter.
- Discuss and select the three most important themes of the chapter (include focus words). Think of the “Big Picture.”
- Be prepared to have a spokesperson share your analysis.

Activity #2: Differentiated Lesson Plan Presentations

- Numbers will be drawn to determine the order of presentations.
- Organize all materials and non-negotiable activities.
- Present your lesson in a fluent and engaging way.

Session Three (Assignment A): Online Course Survey

Please take a few minutes to reflect upon this course as you think about its objectives, learnings, and your experiences. Though your input will remain anonymous the collective feedback will be added to our database at the School of Education. The findings are used to make curricular decisions over time based upon the trends and suggestions of multiple cohorts of students.

To complete the survey, go to the following website:

<http://www.surveymonkey.com/s.asp?u=66096842317>

Kindly follow the prompts to locate this course. Upon completion you will receive directions to print a verification form. Please print this form and hand it in with your assignments (this verification form is not due until Session Four).

Session Three (Assignment B): Differentiated Lesson Plan

A lesson plan is a carefully-articulated, sequentially-written document which allows the teacher to instruct and facilitate learning at high levels for all students. The general lesson plan incorporates numerous components which typically include:

- The Illinois Learning Standards which are addressed in the lesson.
- The district’s articulated goals (i.e. critical content) that are fulfilled by the lesson.
- Measurable objectives stated in terms of what the student will be able to do as a result of the lesson.
- Objectives which begin with a verb (i.e. define, describe, identify, measure, determine, locate, choose, summarize, select, explore, match, compare, contrast, analyze, defend).
- Introduction or Focusing Event
- Sequential set of behaviors initiated by the teacher often referred to as “The Procedure” which involve direct instruction and activities performed by the students. The activities should be creative, engaging, and high-response.
- Concluding Events
- A section for Differentiation and/or Accommodations based upon the needs of:
ELL ESL Multiple Intelligence (MI) Gifted or Special Needs
- Assessments which may include:
 - Observations
 - Checklists
 - Discussions
 - Exit card responses
 - Portfolios
 - Essays
 - Interviews
 - High-stakes tests
- Materials Needed which may include:
 - Worksheets
 - Texts
 - Tradebooks
 - Documents
 - Artifacts
 - Art supplies
 - Computers
 - SmartBoard®
 - PowerPoint
 - Overhead transparencies
 - Games
 - Reference books
- Materials should be listed in an intentionally specific manner with sizes and quantities.

The Differentiated Lesson Plan is a best practice format. It differs from the typical lesson plan in two important ways. First, the objectives of the lesson are listed as a triad. The objectives first address what the students should know. The know section of the objectives lists the broad, general focus or topic of the lesson. The objectives secondly list what the students should understand. The understand section identifies the importance of the topic and lists specific knowledge regarding the topic. The do section of the objectives lists, in observable terms, the behaviors which should result from the lesson. The do section must be written using verbs. Most importantly, the do section must be written in terms of a menu of choices. As such, the do section must include non-negotiable objectives, negotiable activities, and optional activities.

NN = Non-negotiable activities are those which must be completed by all students.

N = Negotiable activities which are jigsawed, leveled, or chosen by student interest.

O = Optional activities which may be done at home as extension activities. They may also be done collaboratively in pairs, triads, or small groups.

The letter codes chosen for the menu may be simplified at the K-1 level.

- Your Differentiated Lesson Plan must include both NN, N, and O activities for the class.
- Your Differentiated Lesson Plan (DLP) must be 45 minutes in length.
- You may wish to set up centers for your N activities.

Differentiated Lesson Plan Format

Illinois Learning Standards addressed:

Materials Needed (include amounts):

Objectives:

I. Know:

II. Understand:

III. Do (list a minimum of 5 NN, 5 N, and 5 O activities):

Introduction/Focus:

Procedure (Numbered, sequential):

Concluding Event(s):

Assessment(s):

-Choose two Non-Negotiable Objectives to Assess

-A rubric must be created for at least one NN objective

Accommodations (write for two or more categories of students listed below):

ELL-

MI-

ESL-

Special Needs-

Gifted-

References (must include 2 websites or other technology piece and a minimum of 6 altogether):

Sample Lessons From a Unit Plan – Objectives

Sample #1: Making Friends, Grade K

I. Know: This unit focuses on friends. Friends are people (or animals) that we like to be with, talk with and play with. We have friends at home, at church, and we will make new friends at school. We will learn and play with our friends at school. Friends are all different, and have feelings just like us.

II. Understand: Through these activities students will learn that friends are people we like, and they will learn why friends are special. It is important to learn about friends in order to know how to act. It is important to know about friends because friends make us feel happy, and that makes school fun! Understanding who our friends are and what we like to do with them will help students feel more comfortable at school.

III. Do: The activities in this unit will help children learn the vocabulary of friends, school and feelings. Students will identify many ways to interact positively with friends, and will learn what makes friends special. Through activities, songs and stories students will begin identifying feelings and learn how to communicate appropriately with their friends in order to be successful learning and growing in school.

I. Know (the basic facts):

Friends are people (or animals) we know and like to be with.

We can have friends at school, in our neighborhood, at church or other places.

We will make new friends at school.

Our friends have feelings just like us.

Who our friends are.

Basic vocabulary: friend(s), kind, caring, help, respect, play, talk, smile, share, take turns, listen, honest/truthful, polite/good manners, feelings, happy, sad, angry, hurt, excited, shy, lonely

II. Understand (essential question- why do we need to know this?):

Friends make us feel happy.

We like to have friends to play and talk with.

School is fun because we do things with our friends.

Our friends have feelings just like us, so we must learn how to act with them.

There are many good ways to show our friends that we care.

Our friends are all different. We do many different things with our friends.

III. Do:

NN- Non-negotiable are core activities that all students will participate in to provide very basic knowledge.

C- Choice activities are those activities that students will choose based on their interest or ability and will often follow a non-negotiable activity.

O- Optional activities are those students can choose to take home, do with a partner, or by themselves in class.

Activities are also identified according to various levels in Bloom's taxonomy or Gardner's Multiple Intelligences.

NN- A. "Find a Friend"

As a group, make a list of all students in the class on chart paper. Once that is completed, students will go and find pictures (1 each) of classmates hidden in the room. They will in turn identify which friend they found, and glue it next to each name. Each child will have a turn to tell one thing they like to do at school after their picture is put up, and the teacher will write it (picture too). The chart will look like this:

Joey likes to play with dinosaurs.

Christina likes to paint.

The teacher will repeat the child's name often to help students learn names of their new friends. The chart will be posted and will be utilized during play time.
(verbal/linguistic, visual/spatial, kinesthetic, intrapersonal, interpersonal)

Sample #2: Americans All, Grade 5

I. Know

This chapter focuses on government with an emphasis on the three levels of government. Through reading the text, trade books, reference material, and the internet the students will gain knowledge regarding what the constitution is and why it is important, the three levels of government, the responsibilities of each of the three levels of government, and an understanding of how the constitution can be changed.

II. Understand

Through class discussions, activities, and through study students will understand that citizens of the United States elect representatives who make and enforce laws, and represent the will of the people.

III. Do

The activities that are included in this chapter include taking notes on class discussions, reflecting on responsibilities, making index cards for review purposes, completing chapter review, making predictions, outlines, and illustrations, practicing and quizzing, formulating study guides, creating posters, composing songs, and participation in class/group discussions.

I. Know

- Basic vocabulary
- Why the constitution is important
- The responsibilities of each of the three branches of government
- How the constitution can be changed

II. Understand

- Everybody has a voice in government.
- Our government officials serve as our voice.
- Laws/the constitution can be changed.
- The balance of power between branches is essential to maintain an effective and honest government.

III. Do

NN (Non-negotiable are activities that all students must complete.)

N (Negotiable are activities that will be jigsawed, leveled in accordance with ability, and/or are selected by student interest.)

O (Optional activities are those that the students choose from. Activities may be individual, pairs, or small group.)

- A. NN Record notes from the unit as demonstrated by the teacher.
- B. NN Create a Ring of Responsibility. Record your ideas about your responsibility as a child. We will cut them out and place them on the rim of a circle which will be displayed on our bulletin board.
- C. NN Using index cards you will create cards defining all highlighted vocabulary words, and key concepts for the chapter. These are the words and concepts that are highlighted in yellow. The term or vocabulary word is written on one side and the definition/meaning on the opposite side.
- D. NN Complete the chapter review located at the end of the chapter which includes Chapter Summary, Vocabulary, and Facts and Main Ideas.
- E. NN Write one or two sentences identifying your responsibility as a member of our school community.
- F. N Make a prediction about what would happen if we did not have any laws or constitution. You can reflect upon how this would affect you as a child and/or as an adult. Your paragraph should include at least three ideas.
- G. N Make an illustration (picture) on each of your index cards which represents the vocabulary word or term listed.
- H. N With your base partner, practice quizzing each other with your vocabulary/terminology index cards.
- I. N Think about the most important concepts and vocabulary that we have studied in this chapter. Create a list of 10 questions that you think would be a good study guide for the end of the chapter assessment. You must list the question and provide the answer.
- J. N In whatever manner you wish, (drawing, outline, lists, etc.) compare and contrast the differences between the three levels of government.
- K. O Given the worksheet with the three branches terminology, cut them apart, categorize, and glue them under the appropriate heading.
- L. O Create a poster (words and pictures) explaining/summarizing the differences between the three branches of government.
- M. O Compose a song which includes the key concepts with regard to the three levels of government.
- O. O Construct a three branches of government hanger mobile.

Differentiated Lesson Plan Grading Rubric

Name _____

	Points	Points	Points	Points	Points
Descriptor	5-4	3	2-1	1-0	Earned
Lesson plan components	All components clearly present and lesson plan includes all visual aids, worksheets, required pieces, choice pieces guides that are part of the lesson	Components present but may have to infer parts and all supplemental materials are not included.	One or two components are missing but plan is teachable.	Three or more required components are missing. Plan is minimally teachable.	/5
Standards, objectives & alignment	Clear, measurable objective(s) included. Objectives align to state standard(s).	Measurable objective(s) included. Minimal alignment to state standards.	Objectives are present though unclear. Some or all do not align to state standards.	Many objectives are missing. Few align to state standards.	/5
Content	Lesson content is age-appropriate, chose to meet the objective & learning standard. The content is sequential. The content is engaging.	Lesson content is mostly age-appropriate and clearly chosen to meet the objective & learning standard. The content lacks a sequential design in all areas. Content somewhat engaging.	Two of the three components are not appropriate and fail to meet objective & learning standards. The design is mostly haphazard. Content is less than engaging.	Content is not age-appropriate, nor logical to meet the stated objective(s) and standard(s). The design is haphazard. Content is not engaging.	/5
Assessment	Appropriate & well-designed assessment of student achievement. Clearly measures all objectives.	Assessment of student achievement is included. Somewhat measures all objectives.	Assessment of student achievement included but only somewhat measures some objectives.	Assessment not included.	/5

Total _____/20

D. Session Four

1. Outcomes for Session Four

At the end of this session the student will be able to:

- a. Document reflection regarding this course.
- b. Select localities which help student explore the disciplines of Social Studies.
- c. Create a global market fair based upon a specific historical time period.
- d. Analyze pedagogy and methodologies in text.

2. Assignments Due for Session Four

- a. Online Course Survey Verification Form.
- b. Create a *Passport to Places* Book (due one week after the course ends).
- c. Create a Global Market Fair using either a historical approach or a cultural approach.

3. Documents Needed for Session Four

Session Four In-Class Activity

Global Market Fair

- Set up your product between 6 and 6:30 PM.
- Be ready to serve your customers from 6:30 to 8:30 PM.
- At 8:30 PM be prepared to reflect and debrief regarding your success.
- Think about these personal important questions:
 1. Who tended to be my customer/client? Any trends?
 2. What were my assets and strengths in servicing?
 3. What could I have improved in servicing?
- Think about these corporate (whole group) questions:
 1. How many people were serviced?
 2. How did my product sell in comparison to others?
 3. Was my marketing strategy effective in drawing customers?
 4. Were the dispositions displayed by my team conducive to sales?
 5. Did my team alter strategies (as necessary) to increase sales?
 6. Did my team alter strategies based upon the strategies of other teams?
- Take down your “shop” and remove your products by 9:00 PM.

Session Four (Assignment A): Online Survey Verification Form

Hand in the printed Online Survey Verification Form to your instructor. This form will verify and document your participation in the anonymous Online Survey available on SurveyMonkey.

Session Four (Assignment B): *Passport to Places Book*

Based upon your personal tours of and/or knowledge of social studies-related sites create an illustrated passport-style book designed to stimulate a student's interest in visiting these localities. Social studies-related sites refer to any museum, center, gallery, farm, preserve, historical building, station, garden, institute, or other place of interest which is specifically designed to promote learning in the areas of history, geography, economics, civics, or social systems (i.e. sociology or anthropology).

In addition to the above-named expectations the specific requirements for your Passport to Places Book include these guidelines:

- The Passport Book may not exceed 5 inches by 7 inches in size.
- The Book must have an illustrated cover.
- The Book must have an inside cover page with spaces or lines for the student's name, address, phone number and grade (it is recommended that the student use the school's address and phone number in lieu of his or her own).
- The Passport Book must include a brief note to parents describing the activity and its educational purpose.
- The Book must contain clear and specific guidelines for completion. Some suggestions are:
 1. The site must be suitable for elementary or middle school children.
 2. For safety, a parent, sibling over 18 years of age, or other approved adult must accompany the child to each site.
 3. The child must personally visit the site.
 4. The Passport Book must be stamped, signed, or verified in some manner.
 5. The date(s) in which visitations may begin and must end should be given.
- Each site must be on a separate page.
- The Passport may be printed singled or back-to-back.
- Each separate site page must include the name of the site, address, phone number and website, if applicable.
- Each site page must include a hand drawn or other illustration (i.e. imported from the internet) which is appropriate for that place.
- Each site page must indicate if it is ableness accessible (handicapped accessible).
- Each site page must contain a description of the site. This description should include the general kinds of displays, exhibits, artifacts or other attractions found within the site.
- The Passport to Places must include a minimum of twenty sites.
- You are allowed to change the title of your Passport to Places Book as long as the word "Passport" remains as one of the words in the title.
- Your Passport to Places Book is due to your instructor no later than one week after the course ends.

Passport to Places Grading Guidelines

Name _____

Attach this sheet to your completed book prior to handing it in.

- Identifies the passport with a title on the cover which is illustrated. /5
- Indicates on the inside cover page an area for the student's biographical information. /3
- Includes a note to parents with a description of the activity and its purpose. /5
- Contains clear and detailed guidelines for completion. /5
- Includes specific safety suggestions for the visit. /2
- Contains the site name, address, phone, accessibility information and a general description of its attractions with an appropriate illustration. /15
- Evidences proper conventions throughout. /5

Total Number of Points Earned: /40

Session Four (Assignment C): Global Market Fair

The Global Market Fair is a collaborative activity focused upon the social studies discipline of economics. For this activity you will need to form a triad team. Your team will be responsible for selecting a marketable product. The product will be determined by the whole group choice of a Global Market theme. The theme may be chosen on the basis of a historical time period (i.e. Ancient Greece, the Civil War), an international location (i.e. France, China), a holiday (i.e. Christmas around the world), or a multicultural venue (i.e. Latino, Native American).

Upon the choice of a whole group theme, your triad will be responsible for the production of a product appropriate for that theme. Your planning must include the following:

- The creation of a booth or “storefront” for your display.
- The creation of a storefront sign advertising your product.
- The planning and development of your product.
- The creation of your product.
- A written description of your product containing your names, the name of your product, and a brief description to be handed in.
- A marketing strategy to ensure that you have a customer base who will attend this event.
- The creation of “money” which depicts the theme and which is specific to your product.
- A distribution plan or method to ensure that your customers have complimentary “money” to spend.
- The set-up of your storefront or booth by 6:30 PM.
- Your team must be set up and ready to sell by 6:30 PM.

Global Market Fair Grading Guidelines

Name _____

You will need to print two copies of this form and hand it in prior to the start of the Fair.

- The product is appropriate to the theme **/5**

- The product is creative and appealing **/10**

- The product is well made. **/3**

- The storefront or booth is colorful, attractive, and sturdily made. **/10**

- The money is appropriate for the product. **/1**

- The dispositions observed throughout the Fair are customer-oriented and friendly. **/1**

Total Number of Points Earned: **/30**

IX. Illinois Professional Teaching Standards

Language Arts Standards for All Illinois Teachers

- 1D. Practices effectively the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and “text,” and between student and “text.”
- 2C. Models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.

Illinois Professional Teaching Standards

- 1G. Uses differing viewpoints, theories, “ways of knowing” and methods of inquiry in teaching subject matter concepts.
- 1H. Engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.
- 1I. Designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
- 1J. Anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
- 1K. Uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
- 1L. Facilitates learning experiences that make connections to other content areas and to life and career experiences.
- 2E. Understands how to include student development factors when making instructional decisions.
- 2G. Analyzes individual and group performance in order to design instruction that meets learners’ current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.
- 2H. Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
- 2I. Introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.
- 3G. Facilitates a learning community in which individual differences are respected.
- 3I. Uses information about students’ families, cultures, and communities as a basis for connecting instruction to students’ experiences.
- 3L. Identifies and designs instruction appropriate to students’ stages of development, learning styles, strengths and needs.
- 4A. Understands the Illinois Academic Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.
- 4B. Understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
- 4I. Establishes expectations for student learning.
- 4J. Applies principles of scope and sequence when planning curriculum and instruction.

- 4K. Creates short-range and long-term plans to achieve the expectations for student learning.
- 4L. Creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students' prior knowledge and principles of effective instruction.
- 4M. Creates multiple learning activities that allow for variation in student learning styles and performance modes.
- 4N. Incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
- 4O. Creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
- 4P. Develops plans based on student responses and provides for different pathways based on student needs.
- 4Q. Uses teaching resources and materials which have been evaluated for accuracy and usefulness.
- 4R. Accesses and uses a wide range of information and instructional technologies to enhance student learning.
- 5A. Understands principles of and strategies for effective classroom management.
- 5I. Maintains proper classroom decorum.
- 6G. Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
- 6H. Monitors and adjusts strategies in response to learner feedback.
- 6I. Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.
- 6J. Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
- 6K. Uses a wide range of instructional technologies to enhance student learning.
- 6L. Develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences.
- 7E. Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
- 7F. Uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.
- 7G. Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.
- 7H. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 7I. Uses a variety of communication modes to effectively communicate with a diverse student population.
- 7J. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 8I. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.

- 8J. Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
- 8K. Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
- 8L. Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
- 9C. Understands school and work-based learning environments and the need for collaboration with business organizations in the community.
- 9D. Understands the collaborative process.
- 9E. Understands collaborative skills which are necessary to carry out the collaborative process.
- 9H. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 9I. Works with colleagues to develop an effective learning climate within the school.
- 9J. Participates in collaborative decision making and problem solving with other professionals to achieve student success.
- 9K. Develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.
- 9L. Works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being.
- 9M. Identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.
- 9O. Collaborates in the development of comprehensive individualized education programs for students with disabilities.
- 9P. Coordinates and/or collaborates in directing the activities of a classroom para-educator, volunteer, or peer tutor.
- 9Q. Collaborates with the student and family in setting instructional goals and charting progress of students with disabilities.
- 9R. Communicates with team members about characteristics and needs of individuals with specific disabilities.
- 9S. Implements and monitors individual students' programs, working in collaboration with team members.
- 10A. Understands that reflection is an integral part of professional growth and improvement of instruction.
- 10B. Understands methods of inquiry that provide for a variety of self-assessment and problem solving strategies for reflecting on practice.
- 10C. Understands major areas of research on the learning process and resources that are available for professional development.
- 10E. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
- 10F. Collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.
- 10G. Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
- 10H. Actively seeks and collaboratively shares a variety of instructional resources with colleagues.

- 11A. Understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
- 11B. Understands how school systems are organized and operate.
- 11C. Understands school policies and procedures.
- 11J. Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
- 11K. Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
- 11L. Initiates and develops educational projects and programs.
- 11M. Actively participates in or leads in such activities as curriculum development, staff development, and student organizations.
- 11N. Participates, as appropriate, in policy design and development at the local level, with professional organizations, and/or with community organizations.
- 11O. Demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.
- 11P. Demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
- 11Q. Promotes and maintains a high level of integrity in the practice of the profession.
- 11R. Complies with local, state, and federal monitoring and evaluation requirements related to students with disabilities.
- 11S. Complies with local, state, and federal regulations and policies related to students with disabilities.
- 11T. Uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.