

Education 322B: *The Teaching of Social Sciences* (4)
College of Education, University of Mary Washington
Spring 2012

Instructor:

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Class Meetings:

Tuesdays, 6:00PM-8:45PM
Room: Trinkle B36

Office Hours:

Tuesdays, 3:30PM-5:30PM
Office: Trinkle 227

Course Description:

This course is designed to develop the knowledge, understandings and skills needed to teach social studies in the secondary school classroom. Special emphasis will be placed on working within a standards-based curricular environment to design effective units, lessons, and assessments. Students will examine how to meet the social, emotional, and cognitive needs of all learners including English Language Learners, special education students, and advanced students. Focus will be placed on the Virginia Standards of Learning and students will be expected to familiarize themselves with the SOLs and interact with them on a regular basis. The combination of The Teaching of Social Studies with a 30-hour field experience provides students with a unique opportunity to explore methods discussed in the university classroom as they are implemented in a K-12 learning environment.

EDUC 204 is a pre-requisite for this course and 30 hours of field experience are required.

Course Objectives:

Students will understand:

- That effective social studies teaching requires content knowledge, pedagogical content knowledge, and knowledge of pedagogy; that teaching social studies requires knowing students, engaging students in critical and higher-order thinking and meta-cognition, teaching students "life-long learner" skills, and presenting students with multiple perspectives in order to develop skills for citizenship.
- That learning to teach is a complex process involving continuous reflection.

Students will know:

- Content related to standards & accountability, engaging social studies teaching approaches, assessment in the social studies, epistemology of and approaches to teaching history, and approaches to teaching diverse learners.

Students will be able to:

- Engage in critical analysis of goals and objectives, instructional materials, teaching strategies, assessment and evaluation techniques for secondary social studies, including attention to the Virginia Standards of Learning (VSOLs).

Methods of Instruction:

Class will consist of a variety of teaching and learning activities (in class and online) including lecture, small group discussion and activities, computer-assisted study, independent work, research, and student presentations.

Required Textbooks:

Bower, B., Lobdell, J., Owens, S. (2010). *Bring learning alive! The TCI approach for middle and high school social studies*. Teachers' Curriculum Institute: Palo Alto, CA.

Cruz, B.C. & Thomas, S.J. (2009). *Teaching social studies to English Language Learners*. New York: Routledge.

Required Articles and Text Excerpts (Download from Canvas):

Barton, K.C. & Levstik, L.S. (2003). Why don't more history teachers engage students in interpretation? *Social Education* 67(6), 358-361.

DeWitt, J. & Storksdieck, M. (2008). A short review of school field trips: Key findings from the past and implications for the future, *Visitor Studies* 11(2) 181-197

Estes, T.H, Mintz, S.L., & Gunter, M.A. (2011). *Instruction: A models approach*. Boston: Pearson.

Ferster, B., Hammond, T., and Bull, G. (2006). Primary access: Creating digital documentaries in the social studies classroom. *Social Education* 70(3), 147-150.

Hicks, D., Doolittle, P.E., & Ewing, E.T. (2004). The SCIM-C strategy: Expert historians, historical inquiry, and multimedia. *Social Education*, 68(3), 221-225.

Kahne, J. & Middaugh, E. (2008). High quality civic education: What is it and who gets it? *Social Education*, 72(1), 34-39.

Lipscomb, G.B, Guenther, L.M., & McLeod, P. (2007). Sounds good to me: Using digital audio in the social studies classroom. *Social Education*, 71(3), 120-124.

Potter, L.A. (2009). Teaching with documents, and documents, and more documents: The National Archives Digital Partnerships. *Social Education* 73(3), 109-112.

Tomlinson, C.A. (2000). Reconcilable differences? Standard-based teaching and differentiation. *Educational Leadership*, 58(1) 6-11.

Tomlinson, C.A. (2003). Deciding to teach them all. *Educational Leadership*, 61(2), 6-11.

Virginia Standards of Learning – Grades 6-12 Social Science and History Standards

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml

Use of local, state, national and international current events news sources (print and electronic) to keep abreast of international, national, and local events.

Membership Recommendation:

Please consider joining the National Council for the Social Studies (NCSS) as a student member. Go to www.socialstudies.org/membership. Fill in and submit the on-line form.

Expectations:

- **Academic Integrity:** The policies and procedures of the University of Mary Washington Honor Code will be strictly followed and enforced in this course. All work will be pledged, in its entirety, and signed: *I hereby declare, upon my word of honor, that I have neither given nor received unauthorized help on this work.* (Signature)
- **Attendance:** You are expected to attend all class meetings and to be on time. A student may be absent once or late once during the semester without penalty. If you cannot attend class or will be delayed, *you are expected to contact the instructor in advance* (by email or cell). You are responsible for all class material covered in your absence. In case of illness or emergency, the instructor may require documentation of the absence or delay. More than one absence may have a negative impact on your Class Participation grade (at the professor's discretion).
- **Preparation:** Students are expected to be prepared for all class sessions. This preparation includes completion of reading assignments in advance of class sessions and active participation in class discussions and activities. Failure to do so may have a negative impact on your Class Participation grade (at the professor's discretion).
- **Assignments:** Assignments are due at the beginning of class periods indicated. Assignments will be penalized one full letter grade for each day they are late. Assignments will not be accepted more than three days after the due date (without previous instructor permission). All assignments must be typed, and must be printed (and/or emailed as noted), stapled, and presented in a professional manner and turned into the professor (unless an alternative method has been arranged).

All written work is evaluated for clarity of expression, content, and mechanics of correct English. Assignments must be typed, double-spaced, printed in 12-point font with 1-inch margins on standard (8 ½ x 11) white paper using a standard font (ie. Times New Roman). The instructor has the right to refuse to grade assignments that do not reflect attention to these mechanics.

- **Personal Technology:** This course is designed to encourage the learning of professional behaviors. As such, cell phones are expected to be turned off and put away during class time. You are encouraged to bring laptops to class for use in some class activities; however, laptop use should be limited to course-related subjects and materials. Inappropriate use of cell phones, lap tops, and other technology will result in deductions to your participation grade.

Disabilities Statement: The Office of Disability Services has been designated by the University of Mary Washington as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodations. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Services and have reasonable accommodation needs, I will be happy to help you contact them. The office will require appropriate documentation of a disability.

Course Requirements and Due Dates:

Assignment	Value	Date Due
Attendance and Class Participation	10 points	On-going
Autobiographical Essay	10 points	January 24
Journal #1, #2, #3	15 points	#1: February 28 #2: March 6 #3: March 27
Field trip plan	10 points	April 30
HTSE	15 points	March 20
Unit Plan	20 points	Curriculum/Unit Outline: February 14 Lessons (1&2) Check: March 6 Final Unit: April 10
Lesson Reflection Paper	10 points	April 17
Synthesis Paper	10 points	April 24

Letter Grades and Scale:

Assignment of grades is according to the following scale:

A	95-100	C	81-86
A-	94	C-	80
B+	93	D+	79
B	89-92	D	75-78
B-	88	D-	74
C+	87	F	73 and below

ASSIGNMENTS

I. AUTOBIOGRAPHICAL ESSAY

Write a brief life history. Write about the information, events, and experiences you believe are most important in defining who you are. The essay should be 3-4 pages in length.

Some elements which you might consider including in this essay include:

- Hometown

- Major(s) and Minor(s)
- Why do you want to be social studies teacher?
- What would you most like to learn in this course?
- What are your life goals, both personal and professional?
- Where do you see yourself being in 5 years? 10 years? 25 years?
- Describe good and bad experiences you've had in social studies classes.
- How have your educational experiences shaped your approach to teaching?
- Is there anything else I should know about you?

II. REQUIRED PRACTICUM ACTIVITIES

During your 30 hours of classroom observation, you will be asked to complete three components:

- A. Write three observation reflection papers (Each 2-3 pages) and a Final Synthesis Paper (5-7 Pages)
- B. History Through the Students' Eyes Project and paper (3-4 pages + transcripts)
- C. Teach ONE lesson and write a reflection paper (3-4 pages)

A. PRACTICUM REFLECTION PAPERS

As noted in the syllabus, you will complete 30 hours of observations with a cooperating teacher and in so doing, will observe looking for pre-determined facets of teaching and learning social studies. The pre-determined amount of time you will look at this one facet is called a "round." At the conclusion of each "round" (approx. 2 weeks), you will write a brief (2+ pages) Journal reflection in which you describe not only what you are seeing transpire, but perhaps more importantly, how this phenomenon(s) will impact you as a teacher. As much as possible draw on concepts and ideas discussed in class and in assigned readings and reflect on how the teacher does or does not address these ideas and the results of that. Each "round" paper should pull from multiple days of observations, not just one experience. The Final Reaction Paper will be 5+ pages. Please feel free to write in the first person.

Journal 1: The Teacher and Instructional Design (2-3 Pages)

Pay particular attention to the teacher and focus on the design of instruction (i.e., lesson planning, objectives, activities, evaluation). What is happening in the classroom? What does teaching look like in that classroom? How does the classroom time "flow"? How is the time "chunked" into activities? Is it the same or different every day? Why? What types of activities seem to the successful and which seem to struggle? Pretend this was your new classroom and your students. What do you like? What would you consider experimenting with?

Journal 2: The Students (2-3 Pages)

In this round, please watch the students. What are they doing? How are they responding to the activities? How "engaged" are they? How do you know? What seems to work for them? What do they struggle with? Please look at the contrasts of students that are and are not on task. Why is this? How could this be addressed? How might you approach this in your future classroom? How might different types of students behave similarly or differently from the ones you observe?

Journal 3: Student Behavior and Teacher Interaction (2-3 Pages)

What is taking place? What does the interaction look like and sound like? What patterns of student behavior do you observe over time? How are they addressed? Do they improve? Why or why not? Make sure to take account of both positive and negative interactions. What sort of relationships

does the teacher foster with students? How does that relationship affect the behavior of the students?

B. HISTORY THROUGH A STUDENT'S EYES (HTSE)

This assignment was originally developed by Keith Barton of the Indiana University and by Linda Levstik of the University of Kentucky. This assignment has been altered for this class.

This assignment will help you to understand what secondary-age students already know and think about social studies. For this assignment, you will interview TWO secondary age children (grades 7-12). Neighbors, sisters, brothers, cousins, nieces, nephews, baby-sitting jobs, kids you coach, kids you tutor, etc. are all perfect candidates. You should record the interview and transcribe the interview responses. **You may work in pairs for this project.**

The interview has two components: 1) a photograph activity and, 2) a general interview. Explicit instructions and a script appear below for the photograph activity.

1) Photograph Activity:

Choose five pictures (total) from any historical web site (the National Archives [www.nara.gov] or the Library of Congress [www.loc.gov] would be great resources). Please do not just use Google Image. Use a photocopier or printer to make copies. Keep the following principles in mind:

- Choose pictures from times that look widely separated.
- Choose pictures that have more than one clue in them (fashion, technology, social roles).
- Avoid pictures that are just headshots of famous people (in other words – NO famous people or events).
- Include pictures with women and minorities.
- When arranging pictures in a sequence, begin with a very easy choice (a picture with cars or other modern technology and one without, for example).

Explain to the students that you want to find out what they know and what they are interested in. Explain that you will show them some pictures and ask them some questions about what they know. Explain that some questions might be too easy or too hard, and if there are any questions they don't know the answer to, it's okay just to say, "I don't know". Ask if they have any questions before you start.

- Show students two pictures from different time periods, and ask them to put the picture from the longest time ago on their left and the one that's closest to now on the right. Ask them to explain how they know which picture is oldest. Show them each of the other pictures one at a time, and have them put each where it belongs—before the other pictures, after them, or in between. For each picture, have them explain how they knew where it goes.
- Ask: Did you think this was easy or hard to do? What things made it easy or hard?
- Ask: Which pictures do you think are the most interesting? Why?
- Pick one picture, and ask students: How do you think your life would have been different if you had been alive at this time?
- Point to each picture and ask: About when do you think this is? Why?

2) Interview

Explain that now you're going to ask some more questions that aren't just about the pictures.

Interview Protocol:*History:*

1. Among your school subjects, where would you rank history in terms of your interest over the years (top, middle, bottom)? Why?
2. What is history?
3. Why do we study history?
4. What do historians do?
5. What is a primary source? A secondary source?
6. What do you think the three most historically significant events are in history? Why?
7. Who are the three most historically significant people in history? Why?
8. Who are the three most historically significant women in history? Why?
9. What are the three most historically significant documents in history? Why?
10. Imagine that you could meet and talk with someone from the past. Who would it be? What questions would you ask them? Why? Because you can't actually do that, how could you find out the answers to your questions?
11. Have you ever seen a film or TV show, outside of school, on a historical topic? If so, what was it? Did you wonder if it was historically accurate? Did you do anything to check on its accuracy?
12. Do you ever discuss things that happened before 1975 with your friends? If so, what topics?

Government:

1. Among your school subjects, where would you rank government & civics in terms of your interest over the years (top, middle, bottom)? Why?
2. Why do we study government and civics?
3. What is democracy? What other types of government are there?
4. What are the main features of the American political system? (probe for branches of government, functions of government, etc.)
5. What are the rights and responsibilities of citizens in our country?
6. What role does the government play in your everyday life?

Content Questions:

1. When did the American Civil War take place? Who was involved? Why is this event significant?
2. When did World War I take place? Who was involved in this war? What were the names of the opposing sides? Where was this war fought? When did the United States become involved? Why?
3. When did World War II take place? Who was involved in this war? What were the names of the opposing sides? Where was this war fought? When did the United States become involved? Why?

3) HTSE Reflection Paper:

Though you may collect the data in pairs, you must write an individual paper. Please type up/transcribe the student answers to your photograph and interview questions (this job can be split between partners). Read through the student responses. In your paper you will identify 3-4 main conclusions you have reached from the interviews, support each with the use of specific examples from the interviews, and explain 3-4 instructional implications of each of these conclusions. Your

conclusions should be generalizations that identify patterns in students' responses, not a description of students' responses to every question you asked. Instructional implications must include reference to readings assigned in class. The reflection paper should be 3-4 pages in length.

C. "MY LESSON" REFLECTION PAPER

You have been observing in this classroom semester and by now I am sure you would like to give it a shot yourself. This is your opportunity. Work with your host teacher, to create a lesson plan, which you will teach to the class. It can be part of a class block or the whole class block. Try to teach it more than once if you have the opportunity. For example, if your topic is on the American Revolution, and your host teacher has two US History classes. See if you can teach it to both. Regardless, I want you to reflect on your experience post-execution. What worked? What didn't work? What would you do differently? The reflection paper should be 2-3 pages in length. Also, solicit feedback from your host teacher or even students on the strengths and challenges of your lesson. Include that as well.

III. COMPREHENSIVE UNIT PLAN

Individually or in pairs you will create one comprehensive unit plan. The unit will include several parts that will be turned in throughout the semester for feedback. The unit should be comprised of unit objectives, 5 lesson plans, and an end-of-the-unit assessment. The unit must demonstrate a variety of pedagogical strategies. You should select a topic that is interesting and that you are likely to teach. Your unit should fit into a course regularly taught in Virginia social studies departments of your choice. The class should NOT be an AP or Honors-level class. Instead seek to create a unit that meets the educational needs of a diverse set of learners. You should create a class profile similar to one class in your practicum. Include students' names (pseudonyms), gender, race, accommodations, etc. You may organize your unit chronologically. You may work in pairs for this project.

Part 1 -- Curriculum Map:

You will map out your course curriculum in the content area of your unit plan. This curriculum map will include the following:

- Name(s)
- Topic
- Objectives for the year – what do you want students to understand, know, and be able to do?
- Purpose – what will your purpose be as a teacher for this course? What do you want students to walk away with?
- Unit List – a list, by title or topic, of all the units you will cover during the year. For each unit, provide approximate dates of the duration of each unit. List the assessment for each unit. List the corresponding VSOL. Highlight or bold the topic you plan to focus on for your unit plan.

Part 2 – Unit Plan Outline:

You will submit a Unit Plan Outline early in the semester. The purpose of this outline is to help you conceptualize the order and organization of your lessons.

This outline will include the following:

- Title of the Unit.
- VSOL standards addressed.
- A description of the essential question or main idea(s) the unit addresses.

- Develop objectives for the unit.
- Develop objectives for each of the five lessons (in addition to the unit objectives).
- In a brief paragraph, explain the connection between lessons.
- Lesson 5 will include a review for the test.
- You will describe your end-of-unit assessment.

Part 3 – The Unit Plan

Your unit should include the following:

1. Cover page: Write the name of the unit topic on the cover page, along with the grade level(s) and your name(s).
2. Overview: Include a 2-3 paragraph overview of your unit that provides a rationale for the unit, the unit objectives and/or essential question, and the VSOL Standards to which your unit is tied. Include the unit outline in this section.
3. Lessons: Include at least 5 lessons students will take part in over the course of the unit. Each individual lesson in the unit should be about 2-3 pages and should strictly follow the required format (will be distributed in class). Each lesson will include copies of all relevant materials and a copy of any/all assessments.
4. Assessment: You must develop and include an end-of-the-unit assessment. Provide a copy of this assessment along with a paragraph explaining how this assessment allows you to measure whether you have met your unit objectives. You should also include an answer key/rubric/checklist for the assessment.

You must include:

- A lesson plan from unit that uses primary sources.
 - A lesson plan from the unit that uses visual discovery.
 - A lesson plan from unit that includes a lecture and a note-taking strategy.
 - A lesson plan that infuses multicultural perspectives.
5. An extensive bibliography at the end of each lesson that lists all the sources that you consulted in planning the lesson and all sources that your students will use when you teach the unit. This includes on-line resources and on-line lesson plans that may have provided you with ideas for your lesson. Use APA format and Purdue OWL for assistance.

I will be looking for:

- Evidence of high student involvement in each lesson and student engagement in appropriate inquiry-based activities for the discipline you are teaching.
- Evidence that you used a wide variety of primary and secondary sources in your lessons appropriate to the discipline you are teaching.
- Evidence that you used instructional strategies presented in *Bring Learning Alive!* Clarity of thought and organization of unit plan, evidence that the unit “holds together” well; that is, your lessons logically follow one another and develop rationally. I would suggest starting/ending each lesson with a review that helps you tie the lessons together and connects them clearly to your unit.
- Meaningful review as a component of lesson 5 that encourages recall of essential ideas and encourages higher-order thinking.

- An assessment that measures student learning and addresses the unit objectives. Be sure to address, in a paragraph, how your assessment measures whether you have achieved your unit objectives.
- Evidence of creativity and challenge in your lesson ideas
- Attention to proper punctuation, grammar, syntax, and spelling.
- Evidence that care and thought have gone into your work – presentation of the unit factors into this.

IV. FIELD TRIP PROJECT

In groups of 3 or 4 you will design a field trip for a social studies class. The field trip should be a full school day and needs to have direct application to the Virginia SOLs. To obtain all of this information you may need to visit or contact your intended destination. Many of locations that are popular for field trips have excellent websites or helpful representatives that can answer any questions. This should be a field trip that you can use for future classes you teach if you remain in the Fredericksburg area.

The field trip project should include the following parts:

- Short rationale for the field trip including links to the VA SOLs, what course the students participating in the field trip would be taking, and how the field trip fits into the curriculum map for the course. Include a paragraph briefly explaining what students that don't go on the field trip will do during the field trip. (1-2 pages)
- Letter to parents. The letter for parents should include a brief explanation of the trip, how much it will cost each student and whether students need to bring money for meals or pack meals, and the schedule. The letter should be less than one-page single spaced. If chaperones are needed, that should be included in the letter.
- Objectives. Include what students should understand, know, and be able to do as a result of the field trip.
- Detailed schedule for the field trip. Include times and activities at each site. Remember to include adequate travel time between sites. Many museums and other historical places offer tours to student groups. You will need to find out how long those tours are and how many students may tour at a time.

Information to consider when calculating costs:

- The school will not provide any funds for the field trip. All costs must be paid by students.
- Each group member will have 20-30 students (you can decide exactly how many).
- Plan to spend \$.25/mile if you use a school bus. If you plan to use a charter bus company you will have to contact the company for rates. You will also have to pay for the bus drivers' time at \$15.00/hour.
- You will need to have at least one adult for every 15 students.

V. FINAL SYNTHESIS PAPER (5-7 Pages)

At the end of the course and after you have completed your 30 hours of observation, I want you to reflect on the class content and the observation experience. What did this classroom experience teach you about yourself? What did you see that you liked or didn't like? What did you learn? What assumptions did you have and how has this experience potentially addressed them? What is the "walk away" lesson you learned from this experience? Be honest and have fun with this.

VI. ATTENDANCE AND CLASS PARTICIPATION (IN CLASS AND ONLINE)

All assignments, in class or online, including but not limited to course readings, assignments, and Blackboard submissions will be completed on time.

COURSE OUTLINE

Date	Topic	Readings/Assignments Due
Week 1 January 17	Introduction to the Social Studies What is social studies? Overview of Syllabus Methods: Blooms Taxonomy Knowledge types	Readings due Today: <i>1. Cruz & Thorton</i> , pp. 43-62 <i>2. Bring Learning Alive!</i> pp. 136-160
Week 2 January 24	Virginia Standards of Learning (VSOL) and Ambitious Teaching Planning for Instruction Methods: Big Ideas in Social Studies Chunking Content Curriculum Mapping Unit & Lesson Planning	Due: Autobiography Readings due Today: <i>1. Estes, Mintz, & Gunter</i> , pp 18-62. <i>2. Bring Learning Alive!</i> , pp 2-21 Go to the Virginia Department of Education's Website and skim through the materials available for History and Social Sciences http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml Read NCSS Standards page http://www.socialstudies.org/standards/
Week 3 January 31	Planning for Instruction Continued Methods: Working with diverse learners Differentiation	Readings due Today: <i>1. Cruz and Thornton</i> , pp. 5-40 <i>2. Tomlinson</i> , Reconcilable differences. pp. 1-7 <i>3. Tomlinson</i> , Deciding to teach them all. pp. 6-11.

Week 4 February 7	Virginia and U.S. History and Geography Historical Thinking & Historical Sources Visit <i>Historical Thinking Matters</i> Methods: Analyzing Historical Sources <i>Library of Congress</i> <i>National Archives</i> Photographs Political Cartoons	Readings due Today: 1. <i>Bring Learning Alive!</i> pp. 22-27 2. <i>Cruz & Thornton</i> , pp. 83-103 3. <i>Hicks, Doolittle, & Ewing</i> (2004), <i>The SCIM-C Strategy</i> . 221-225 4. <i>Potter</i> (2009). <i>Teaching with Documents, and Documents, and More Documents: The National Archives Digital Partnerships</i> . pp. 109-112
Week 5 February 14	Virginia and U.S. History and Geography Digital History and Sources Methods: Hollywood Movies Audio Recordings Music	Due: Curriculum and Unit Outlines Readings due Today: 1. <i>Barton & Levstik</i> (2003) <i>Why Don't More History Teachers Engage Students in Interpretation?</i> pp. 358-361 2. <i>Lipscomb, Guenther and McLeod</i> (2007) <i>Digital Audio</i> . pp. 120-124
Week 6 February 21	World History and Geography Multicultural Education Methods: Perspective Visual Discovery Documentaries	Readings due Today: 1. <i>Bring Learning Alive!</i> pp. 28-38 2. <i>Cruz & Thornton</i> , pp.106-136 3. <i>Ferster, Hammond & Bull</i> (2006) <i>PrimaryAccess: Creating Digital Documentaries in the Social Studies Classroom</i> . pp. 147-150
Week 7 February 28	World History and Geography Practicum Discussion: <i>The Teacher</i> Methods: Maps Lecture Graphic Organizers Historical Heads	Due: Journal # 1 (The Teacher) Readings due Today: <i>Bring Learning Alive!</i> pp. 38-45, 102-117
March 6	Spring Break	Due: Journal #2 (The Students) via email

	No Class.	Due: Unit Lessons 1-2 via email
Week 8 March 13	Virginia and US Civics and Economics Practicum Discussion: <i>The Students</i> Methods: Teaching Discussion Socratic Seminar Fishbowl Structured Academic Controversy	Readings due Today: 1. <i>Kahn & Middaugh</i> (2008) High Quality Civic Education: What Is It and Who Gets It? pp. 34-39 2. <i>Bring Learning Alive!</i> pp. 66-75 3. <i>Estes, Mintz, & Gunter</i> , pp 269-272
Week 9 March 20	Virginia and US Civics and Economics Discussion: HTSE Methods: Simulations Scripted Trials Court Cases	Due: HTSE Readings due Today: 1. <i>Bring Learning Alive!</i> pp. 46-55 2. <i>Cruz & Thornton</i> , pp. 137-153 <i>For Virginians: Government Matters</i> http://vagovernmentmatters.org/
Week 10 March 27	Virginia and US Civics and Economics Discussion: Interaction Methods: Textbooks Graphic Organizers Reading & Writing Strategies	Due: Journal # 3 (Interaction) Reading due Today: <i>Bring Learning Alive!</i> pp. 56-65, 86-101 <i>Cruz & Thornton</i> , pp. 154-167
Week 11 April 3	No Class	Project work time. Field trip group travel time.
Week 12 April 10	Other Social Studies: Geography, Psychology, Sociology, and Anthropology Methods: Concepts and Content Sample Activities Videos! Field Trips	Due: Completed Unit Readings due Today: 1. <i>Cruz & Thornton</i> , pp. 168-176 2. <i>DeWitt & Storksdieck</i> (2008). A short review of school field trips.

Week 13 April 17	Assorted Social Studies Topics Methods: Group Work	Due: “My Lesson” Reflection Paper Readings due Today: 1. <i>Bring Learning Alive!</i> pp. 76-85 2. <i>Estes, Mintz, and Gunter</i> , pp. 256-280
Week 14 April 24	Pulling it All Together: Review of Class	Due: Synthesis Paper
April 30	EXAMS – No Class	Due: Field Trip Project (via email)

Lesson Plan Required Format:

1. TITLE
2. VSOL Standards Addressed
3. CONTENT SUMMARY/ISSUE
 - A description of the social studies content/issue to be examined. Should be approximately 1-2 paragraphs, with citations included. Last few sentences should be “selling the content” – in other words, why should an adolescent learner care about this information?
4. OBJECTIVES
 - A specific idea of what you want your students to focus on or to achieve: what you want students to understand (big idea), what you want students to know, what you want students to be able to do.
5. ASSESSMENT
 - How will you evaluate/assess student learning. Explication of how the teacher will provide students with feedback on progress toward objectives, how learning will be evaluated, and how the evaluation procedure is congruent with objectives and instruction. This should include both formative and summative components.
6. MATERIALS
 - What resources will be used during the lesson (e.g., books, articles, newspapers, maps, hand-outs, filmstrip)? List all items needed for the lesson.
7. PROCEDURES

- Description of instructional approaches/teaching: what you and the students will do in the lesson – you should have a variety of activities. What learning activities/skills will students be engaged in? (e.g., lecture, discussion, group work, writing assignment, student presentation, silent reading, watching video).
- You must include time estimates for each portion of your lesson.
- You must include an agenda at the beginning of each procedures section.
- If you include a lecture you must provide a detailed outline complete with at least one question along each level Bloom's Taxonomy.