Course Number & Title: History 424 Organizing and Teaching History

Term & Year: Fall 2017

Instructor: Joel J. Orth
Office Location: 47-25L
Phone: 805.756.2963

Class Location & Time: 10-125 MW 2:10-4 PM
Office Hours: M 10-noon, TR 1:30-3 PM and by appointment
Email: jorth@calpoly.edu

Course Description:

Organization, selection, presentation, application, and interpretation of subject matter in history-social sciences in secondary schools, 4 seminars. Prerequisite: Admission to teacher education program or valid teaching credential.

"History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future."
--Robert Penn Warren

Welcome to History 424 or "Methods" as it’s called in education. This is probably the only class you’re taking this quarter with a HIST pre-fix. That’s because in California the CSUs and particularly Cal Poly are committed to promoting content knowledge in addition to pedagogy (the science and art of being a teacher). The system demonstrates this commitment by placing secondary methodology courses within the content area. So what does that mean for you? It means the goal of this course is to help you discover methods of teaching history-social sciences that engage all students and are authentic to the discipline. This is not a content course, but neither is it “merely” a methods course. It’s a course that asks you to think very seriously about how content and methods can potentially reinforce or undermine one another. In the process, I hope you’ll come to understand Robert Penn Warren’s quote above: history doesn’t repeat itself, and is not normative or prescriptive, but it can help liberate and humanize us in ways seldom elsewhere explored.

The best way to understand the journey you are about to begin is to carefully itemize the following list of course topics and match these to topics covered in other classes. While we make every attempt to align program coursework, ultimately, you are the one responsible for learning. Take a few minutes, or better yet, a couple hours, at the beginning of this journey to look at the “big picture” of the quarter ahead. The big picture in each course, and of your courses together. I know how busy you are, and it’ll only get worse, but always remember what we are doing is important. It’s literally life and death for as an anonymous person once said “all modern wars begin in the history classroom.”
### COURSE LEARNING OUTCOMES. Candidates will know, understand, and be able to:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Assessment</th>
<th>University Learning Objective</th>
<th>University Diversity Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>-- the organization and scope of history-social sciences courses taught in California secondary schools.</td>
<td>Reading reflections, mini-lessons, lesson plan, unit plan</td>
<td>1,3</td>
<td>2,3</td>
</tr>
<tr>
<td>--a variety of teaching methods and assessments appropriate for history-social sciences to foster improved critical reading, writing, and thinking skills among students of different skill levels and backgrounds.</td>
<td>Reading reflections, mini-lessons, lesson plan, unit plan</td>
<td>2,3,5,6</td>
<td>1,2</td>
</tr>
<tr>
<td>--lesson and unit plans for teaching history-social sciences at the secondary level.</td>
<td>Reading reflections, mini-lessons, lesson plan, unit plan</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>--scope and expectations for student teaching.</td>
<td>Reading reflections</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>--teacher candidate professional dispositions.</td>
<td>Reading reflections, mini-lessons, lesson plan, unit plan, unit defense</td>
<td>4,5,6</td>
<td>4</td>
</tr>
<tr>
<td>--edTPA teaching event.</td>
<td>edTPA</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

---

**University Learning Objectives:**

1. Think critically and creatively
2. Communicate effectively
3. Demonstrate expertise in scholarly discipline in relation to world of arts, sciences, and technology
4. Work productively as individual and in groups
5. Use knowledge/skills to make positive contribution to society
6. Make reasoned decision based on understanding of ethics, respect for diversity, and awareness of sustainability issues
7. Engage in lifelong learning

---

**University Diversity Learning Objectives:**

1. See relationships among diversity, inequality, and social, economic, and political power
2. Know contributions from diverse/under-represented groups
3. Consider views of diverse groups when making decisions
4. Live/work with others who differ

---

“The value of history is, indeed, not scientific but moral: by liberalizing the mind, by deepening the sympathies, by fortifying the will, it enables us to control, not society, but ourselves—a much more important thing; it prepares us to live more humanely in the present and to meet rather to foretell the future.” Carl Becker, 1915

“That men do not learn very much from the lessons of history is the most important of all the lessons of history”

Aldous Huxley, 1959
<table>
<thead>
<tr>
<th>DAY/DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
<th>TPE</th>
<th>COURSE LEARNING OUTCOME</th>
<th>SOE DISPOSITION (listed at end of document)</th>
</tr>
</thead>
</table>
| Week 1.1 9/18 | • Introduction to the Course  
• A Timeline of the Cal Poly EDUC program | Note: All readings can be found on Poly Learn | Design an activity for the first day of class | 3,6 | 5 | Introduced. All dispositions assessed across the course. |
| Week 1.2 9/20 | • Exploring the Standards  
  o Content Standards, Framework for HSS, Common Core  
  o What’s covered and not covered  
  o Testing in HSS  
• Unit Planning  
  o Converting Standards to Unit objectives  
  o Yearly, weekly, daily planning  
  o Chronological v. thematic approaches  
• Reflection and Course Journal  
  o Assignment logistics and reasons  
  o What makes good reflections | HSS Framework Ch 1: Introduction. Skim Ch 2-10 (K through 6th grade)  
Week 1 Reflection Journal | 3,6 | 1,3 |  |
| Week 2.1 19/25 | • Signature Assignment, the Unit  
  o Review assignment guide  
  o Review sample units  
  o Curriculum mapping and unit plan  
  o Creating a skeleton curriculum map  
• EdTPA and a “Learning Segment”  
  o What is edTPA?  
  o What is a learning segment and how it relates to a unit and a lesson plan(s)  
  o How to determine your | Chapin Ch 1 “Middle and Secondary Social Studies” and Ch 2 “Planning for the Social Studies” | 2,3 | 1,3,6 |  |

Comment [VM2]: Reflection journals may introduce and practice reflective skills related to 6.1 and 6.2 I/P

Comment [VM1]: 1.3, 1.5, 3.1, 3.2, 3.3, 3.4, 4.7, & Subject Specific Pedagogy I/P (Introduced through readings and class presentations; practiced through discussions and activities in class)

Comment [VM3]: 1.3, 1.5, 3.1, 3.2, 3.3, 3.4, 4.7 & Subject Specific Pedagogy I/P (Introduced through readings and class presentations; practiced through discussions and activities in class)

Comment [VM4]: Chapter 2 includes some Introduction of 2.6
<table>
<thead>
<tr>
<th>Week</th>
<th>Learning Segment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>• Writing learning outcomes and objectives in History-Social Sciences</td>
<td>HSS Framework Chapter 11 &quot;World History and Geography; Medieval and Early Modern Times and 12 &quot;United States History and Geography: Growth and Conflict&quot;.</td>
</tr>
<tr>
<td>3.1</td>
<td>• Instructional Strategies, Lesson Planning</td>
<td>HSS Framework Ch 21 (p 1-28) &quot;Instructional Strategies&quot;</td>
</tr>
<tr>
<td>3.2</td>
<td>• ELD and SDAIE strategies</td>
<td>HSS Framework Ch 21 (p 29-end) &quot;Instructional Strategies&quot;</td>
</tr>
</tbody>
</table>

**Comment [VM5]:** 1.3, 1.5, 2.5, 3.1, 3.2, 3.3, 3.4, 4.7 & Subject Specific Pedagogy I/P (Introduced through readings and class presentations; practiced through discussions and activities in class)

**Comment [VM6]:** Reflection journals may introduce and practice reflective skills related to 6.1 and 6.2 I/P

**Comment [VM7]:** 1.3, 1.5, 3.1, 3.2, 3.3, 3.4, 4.7, 4.8, & Subject Specific Pedagogy I/P (Introduced through readings and class presentations; practiced through discussions and activities in class)

Some introduction of 2.6

**Comment [VM8]:** Mini lessons, lesson plans, and unit plans include practice and assessment of 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.4, 4.7 and 5.1

**Comment [VM9]:** Reflection journals may introduce and practice reflective skills related to 6.1 and 6.2 I/P

Some introduction of 1.1
<table>
<thead>
<tr>
<th>DAY/DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
<th>TPE</th>
<th>COURSE LEARNING OUTCOME (listed on p.1)</th>
<th>SOE DISPOSITION (listed at end of document)</th>
</tr>
</thead>
</table>
| Week 4.1 10/9 | • Reading and Content Literacy Strategies  
  o Demonstration of stations activity to identify strategies  
  o Student presentations of identified strategy  
  • Mini-Lessons #1 (see above) | Chapin 3 "Basic Teacher Instructional Methods" and 4 "Active Student-Centered Strategies" | Team 2 Mini-lesson #1 | 1,2,4 | 1,2,3 | Comment [VM11]: 1.5, 2.5, 3.1, 3.2, 3.3, 3.4, 4.7 & Subject Specific Pedagogy I/P (Introduced through readings and class presentations; practiced through discussions and activities in class)  
Some introduction of 4.3 |
| Week 4.2 10/11 | • PowerPoint in the Classroom  
  o Research on using PowerPoint  
  o Demonstration of techniques suitable for HSS  
  o Practice using techniques  
  o Presentation of samples | HSS Framework Ch 13 "Instructional Practices for Grades Nine through Twelve" | Draft Curriculum map for unit | 4 | 1,2 | Comment [VM12]: Mini lessons, lesson plans, and unit plans include practice and assessment of 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.4, 4.7 and 5.1  
Comment [VM13]: 1.5, 4.8 & Subject Specific Pedagogy I/P (Introduced through readings and class presentations; practiced through discussions and activities in class)  
Some introduction of 5.3 |
| Week 5.1 10/16 | • Assessment strategies  
  o Discussion of assessment strategies from readings and other classes  
  o Deep dive into using rubrics to score HSS essays | Chapin 5 "Using Multiple Assessments and Evaluation" and HSS Framework Ch 19 "Assessment of Proficiency in History-Social Science" | Team 3 Mini-lesson #1 | 5 | 1,2,3 | Comment [VM14]: Mini lessons, lesson plans, and unit plans include practice and assessment of 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.4, 4.7 and 5.1  
Comment [VM15]: Reflection journals may introduce and practice reflective skills related to 6.1 and 6.2 I/P  
Comment [VM16]: 1.8, 5.1 & Subject Specific Pedagogy I/P (Introduced through readings and class presentations; practiced through discussions and activities in class)  
Some introduction of 5.3 |
<table>
<thead>
<tr>
<th>Week 5.2</th>
<th>10/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment strategies cont. (see above)</td>
<td>Chapin Ch 6 “Teaching History” and HSS Framework Ch 15 “World History, Culture, and Geography: The Modern World”</td>
</tr>
<tr>
<td>Mini-Lessons #1 (see above)</td>
<td>Team 4 Mini-lesson #1</td>
</tr>
<tr>
<td>Explanation of Mini-Lesson #2</td>
<td>Week 5 Reflection Journal</td>
</tr>
<tr>
<td>o Review of activating prior learning, experiential knowledge, modeling, and primary source reading strategies</td>
<td>5</td>
</tr>
<tr>
<td>o Explanation and demonstration</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

**Comment [VM18]:** Mini lessons, lesson plans, and unit plans include practice and assessment of 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.4, 4.7 and 5.1

**Comment [VM19]:** Mini lessons, lesson plans, and unit plans include practice and assessment of 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.4, 4.7 and 5.1

**Comment [VM20]:** Reflection journals may introduce and practice reflective skills related to 6.1 and 6.2 I/P

**Comment [VM21]:** Mini lessons, lesson plans, and unit plans include practice and assessment of 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.4, 4.7 and 5.1

---

<table>
<thead>
<tr>
<th>Week 6.1</th>
<th>10/23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielson Framework</td>
<td>Chapin Ch 7 “Teaching Civic Education and Global Education”</td>
</tr>
<tr>
<td>o What is “Danielson” and how does it relate to the Cal Poly Program</td>
<td>HSS Framework Ch 16 “United States History and Geography: Continuity and Change in Modern United States History”</td>
</tr>
<tr>
<td>o Exploring the rubric</td>
<td>Team 2 Mini-lesson #2</td>
</tr>
<tr>
<td>o Practice scoring teaching samples</td>
<td>1, 2</td>
</tr>
<tr>
<td>Mini-lessons #2</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

**Comment [VM18]:** Some introduction of 5.3
<table>
<thead>
<tr>
<th>Week 6.2 10/25</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>TPE</th>
<th>Course Learning Outcome (listed on p.1)</th>
<th>SOE Disposition (listed at end of document)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Plan Seminar</strong> &lt;ul&gt;&lt;li&gt;Demonstration of seminar techniques&lt;/li&gt;&lt;li&gt;Student-run discussions of student lesson plans&lt;/li&gt;&lt;li&gt;Revision process&lt;/li&gt;&lt;/ul&gt;</td>
<td>HSS Framework Ch 17 &quot;Principles of American Democracy&quot; and 18 &quot;Principals of Economics&quot;</td>
<td>Lesson Plan draft</td>
<td>3,4</td>
<td>1,2,3,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY/DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
<th>TPE</th>
<th>COURSE LEARNING OUTCOME (listed on p.1)</th>
<th>SOE DISPOSITION (listed at end of document)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 7.1 10/30</strong></td>
<td><strong>Lesson Plan Seminar</strong> (see above)</td>
<td>HSS Framework Ch 20 &quot;Access and Equity&quot;</td>
<td>Team 3 Mini-Lesson #2</td>
<td>3,4</td>
<td>1,2,3,</td>
<td></td>
</tr>
<tr>
<td><strong>Mini-lessons #2</strong></td>
<td><strong>Collaborative lesson planning</strong> &lt;ul&gt;&lt;li&gt;Working as a team to plan curriculum&lt;/li&gt;&lt;li&gt;Practice&lt;/li&gt;&lt;/ul&gt;</td>
<td>Chapin Ch 8 &quot;Teaching Geography, Economics, and the Behavioral Sciences&quot;</td>
<td>Lesson Plan final</td>
<td>1,3,4</td>
<td>1,2,3,</td>
<td></td>
</tr>
</tbody>
</table>

| **Week 7.2 11/1** | **EdTPA** <ul><li>Review of edTPA materials</li><li>What is an "argument or"</li></ul> | HSS Framework Ch 22 "Professional Learning" | Team 4 Mini-Lesson #2 | 1,2,3,4 | 1,2,3,6, |

Comment [VM22]: Some introduction of 4.3

Comment [VM23]: Mini lessons, lesson plans, and unit plans include practice and assessment of 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.4, 4.7 and 5.1

Comment [VM24]: Reflection journals may introduce and practice reflective skills related to 6.1 and 6.2 I/P

Comment [VM25]: Some introduction of 4.3

Comment [VM26]: Mini lessons, lesson plans, and unit plans include practice and assessment of 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.4, 4.7 and 5.1

Comment [VM27]: Some introduction and practice of 4.3 and 4.8

Comment [VM28]: Mini lessons, lesson plans, and unit plans include practice and assessment of 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.4, 4.7 and 5.1

Comment [VM29]: Reflection journals may introduce and practice reflective skills related to 6.1 and 6.2 I/P

Comment [VM30]: Mini lessons, lesson plans, and unit plans include practice and assessment of 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.4, 4.7 and 5.1
### Week 8.2
**11/8**
- Preparing for edTPA teaching event
  - Looking at sample learning segments
  - Planning your own learning segment
  - Practice writing planning analysis
- Mini-lessons #2 (see above)

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>TPE</th>
<th>Course Learning Outcome (listed on p.1)</th>
<th>SOE Disposition (listed at end of document)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Week 9.1
**11/13**
- Unit plan draft workshop

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>TPE</th>
<th>Course Learning Outcome (listed on p.1)</th>
<th>SOE Disposition (listed at end of document)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Week 9.2
**11/15**
- Unit plan draft workshop and self-assessment

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>TPE</th>
<th>Course Learning Outcome (listed on p.1)</th>
<th>SOE Disposition (listed at end of document)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Week 10.1**
**Break**

---

**Comment [VM31]:** Mini lessons, lesson plans, and unit plans include practice and assessment of 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.4, 4.7 and 5.1

**Comment [VM32]:** Reflection journals may introduce and practice reflective skills related to 6.1 and 6.2 I/P

**Comment [VM33]:** Mini lessons, lesson plans, and unit plans include practice and assessment of 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.4, 4.7 and 5.1
<table>
<thead>
<tr>
<th>Week 10.2</th>
<th>Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 11.1</td>
<td>11/27</td>
</tr>
<tr>
<td>(Meeting off campus!)</td>
<td></td>
</tr>
<tr>
<td>Flexible time/Preparing for Student Teaching, Possible topics:</td>
<td></td>
</tr>
<tr>
<td>• Professionalism</td>
<td></td>
</tr>
<tr>
<td>• Job hunting</td>
<td></td>
</tr>
<tr>
<td>• Unit plan and defense</td>
<td></td>
</tr>
<tr>
<td>Week 11.2</td>
<td>11/29</td>
</tr>
<tr>
<td>Flexible time/Preparing for Student Teaching, Possible topics:</td>
<td></td>
</tr>
<tr>
<td>• edTPA</td>
<td></td>
</tr>
<tr>
<td>• Student teaching requirements</td>
<td></td>
</tr>
<tr>
<td>• Guest Speakers</td>
<td></td>
</tr>
<tr>
<td>Unit self-evaluation rubric, and mini-lesson video reflection due</td>
<td></td>
</tr>
<tr>
<td>Final self-evaluation rubric, and mini-lesson video reflection due</td>
<td></td>
</tr>
<tr>
<td>Finals Wed Dec 6th 1:10-4:00pm</td>
<td></td>
</tr>
<tr>
<td>Individual unit defenses in my office. Sign-up sheet will be provided.</td>
<td></td>
</tr>
<tr>
<td>• What’s in your unit</td>
<td></td>
</tr>
<tr>
<td>• How to talk about curriculum</td>
<td></td>
</tr>
<tr>
<td>• Job interview questions about curriculum</td>
<td></td>
</tr>
<tr>
<td>Final draft of unit plan due by 1:10 pm Wednesday Dec 6th on PolyLearn.</td>
<td></td>
</tr>
<tr>
<td>Dispositions discussed as part of unit defense</td>
<td></td>
</tr>
</tbody>
</table>

**REQUIRED TEXTS**


California Department of Education, *History Social Science Framework for California Public Schools*

**COURSE ASSIGNMENTS AND ACTIVITIES**

Comment [VM34]: Reflection journals may introduce and practice reflective skills related to 6.1 and 6.2 I/P

Comment [VM35]: Mini lessons, lesson plans, and unit plans include practice and assessment of 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.4, 4.7 and 5.1
**Grading Policy:**

1. Attendance and active participation in both class discussions and activities will make up 20% of your grade. One excused absence is allowed; your grade will drop by 10% for each class period missed after that. If you arrive more than 5 minutes late or leave early, your attendance and participation grade will be lowered by 5%.
2. Reflection Log = 20%
3. Curriculum map = 5%
4. Lesson Plan = 10%
5. Completed Unit = 25%

**1)** To organize and reflect on learning, you will keep a course journal. This assignment must be posted to PolyLearn Assignment Turn In Link by Sunday at midnight. If you want to keep a journal on paper, you’ll need to either scan and upload, or type and upload.

   a) Reflection prompts are listed by week on PolyLearn.
   
   b) **Review** (lightly read and skim as appropriate based on the length of the reading and the nature of the topic) chapters from the History Social Science Framework. For the written reflection include at least three examples/ideas you might use during instruction. This doesn’t have to be during your current placement. It can be a “hypothetical” job in the future. Identify at least one theory/theorist identified in the Framework and associated with an instructional choice. These chapters are long. You can’t read and process every word in every chapter!

   c) Because of time limits, we will not discuss every section of each reading, but you should always be prepared to share your thoughts during class.

**2)** You will plan and teach two mini-lessons. The mini-lesson order is listed on the course schedule. Complete instructions about what is expected and scoring are on PolyLearn. We will also be recording all mini-lessons and you will reflect on one lesson using the Danielson and edTPA rubric.

**3)** You will create an individual lesson plan. This lesson plan may eventually also be used as part of your unit and/or as a mini-lesson. Complete instructions for this assignment along with a lesson plan template can be found on PolyLearn.

**4)** You will design a unit of instruction. The unit plan should be appropriate for 2—3 weeks of instruction. Within those 2-3 weeks you must provide detailed, day-to-day planning for a “learning segment” (3-5 days). The unit plan will be turned in in stages. Due dates are on the course schedule. Complete instructions for the project and steps are on PolyLearn.

**5)** Possible Field trips. I will work with program alumni working locally to arrange one or more field trips.

**6)** Social gathering. We will have a social gathering, probably at Spikes’ Pub, near the end of the quarter. Previous graduates will be invited. Your attendance is strongly encouraged but not mandatory.

---

Comment [VM36]: Reflection journals may introduce and practice reflective skills related to 6.1 and 6.2 I/P

Comment [VM37]: Mini lessons, lesson plans, and unit plans include practice and assessment of 1.3, 1.5, 1.8, 3.1, 3.2, 3.3, 3.4, 4.7 and 5.1
6. **Mini-lessons = 20%**

Late work will be reduced by one letter grade for each day late. If you do not ASK for an extension, work is automatically considered late. All work that receives a B or less may be resubmitted at the discretion of the instructor. Ask for this consideration before proceeding. Work posted on PolyLearn is subject to the same late policy.

A course grade of B- or less can result in your ejection from the teacher credential program. Students not in the program will not receive credentialing credit for history-social sciences methods without a B or better.

---

**MISCELLANEOUS INFORMATION**

**Academic Integrity:** Being a student is hard work, and between work and life some of you will feel you are being asked to do the impossible. However, hard work and planning will help you succeed in life and as a teacher. Do not succumb to the temptation of borrowing other’s work and representing it as your own. Candidates that do so will be referred to the Office of Student Rights and Responsibilities without exception or negotiation as per university Executive Order 969 (2006). Students are furthermore requested to privately report any instances of cheating by peers.

**ADA / DRC / Disabilities**

If you have a diagnosed learning disability or any disability that may interfere with your ability to complete this class, you may be entitled to accommodations such as extra time, quiet, etc. However, it is your responsibility to notify me of this disability and what I can do to help you succeed. You are also responsible for making any accommodations through the Disability Resources Center on campus and notifying me at least two weeks before asking for an accommodation.

---

**VISION**

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

**MISSION**

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

---

**LEARNING OUTCOMES**
TransformED educators are continuously reflecting and improving. They participate in action research and professional development as part of their commitment to lifelong professional learning. They engage in assessment and reflection.

**SOE DISPOSITIONS**

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Ethical Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Responsibility and Accountability</strong>  — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.</td>
<td><strong>2.1 Cross-Cultural Competence</strong>  — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment.</td>
</tr>
<tr>
<td><strong>1.2 Creating Positive Climate</strong>  — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.</td>
<td><strong>2.2 Collaboration</strong>  — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.</td>
</tr>
</tbody>
</table>

**Shaping Change**

<table>
<thead>
<tr>
<th>Inquiry and Innovation</th>
<th>Social Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 Inquiry and Innovation</strong>  — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.</td>
<td><strong>3.2 Social Justice</strong>  — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.</td>
</tr>
</tbody>
</table>
Course Materials and Assignments

Hist 424 Fall 2017 Syllabus
Teaching Schedule Information POST HERE

Please post your teaching schedule and CT's contact info (email if they use it, room number, or anything else that might help Cal Poly communicate with them. For some this is redundant, for others we may have had limited contact). If you can, also post the school calendar.

Mini-lesson order
Mini Lesson Teams

Mini-Lesson round 1

Complete mini-lesson instructions can be found on this page.

Mini-Lesson Round 1 forum (submit a copy of your plan here and comment on others')

Mini-Lesson round 2: prior learning, experiential background, modeling, and checking for understanding with a primary source
Mini-Lesson round 2 forum (post your plan and feedback here)

Lesson Plan Instructions
Lesson Planning Template
Lesson Plan Template doc file
Lesson Plan Rubric
Lesson Plan Forum--Submit first draft here
Lesson Plan Turn in Link

Unit Plan Assignment Guide
Unit 1: What do I teach and how might I organize it?

Read the instructions and deadline for each week's readings.
Unit 3: How will I know if my students are learning what I expect them to?

Unit 4: What are some variations within "Social Science" fields?
edTPA Resources

- edTPA Editable files and handbook USE THESE TO CREATE YOUR EVENT
- Academic Language Support for edTPA
- Intro to edTPA Questions
- Making Good Choices (edTPA support)
CHSSP Resources

I'm going to put folders here with various files from the California History Social Sciences Project. I was unable to get a recording of two of them, but I should be able to get the last two.

- CHSSP on MLK's 'Letter from a Birmingham jail'
- CHSSP Frederick Douglas

Other resources

- Reading Like a Historian at Stanford History Education Group
- Lesson Plans from our Methods class
- UC Berkeley UCBHSSP Lesson Plans
- Rubrics for historical thinking skills
- SDAIE materials
Mini-Lesson round 1

Mini-lesson Instructions and Schedule

Guidelines:

a) You will plan and teach 2 mini-lessons during the quarter. Three other teacher candidates will be teaching mini-lessons on the same day. It's your responsibility to work with your teammates to ensure a rapid transition between mini-lessons. All four lessons should be completed in 50 minutes.

b) All mini-lessons should have an agenda, standard, and objectives written on the board. If this conflicts somehow with the "goal" of the lesson such as ruining surprise, then it's fine to omit this step, but these three things still must be part of the plan you turn in (to PolyLearn).

c) Each lesson should take 10 mins. I will grade down for going a minute less or more. I would encourage you or your teammates to use a timer. The timing isn't so important in the "real world" but because our class is large and our time limited, we have to keep the mini-lessons "fixed." We start around 3:00 pm. You will only have 2-3 minutes in-between mini-lessons to put material on the board. Time management counts towards grade. I have colleagues help you. If using the projector, be sure to try it out beforehand and have your slides (or whatever) ready to go.

d) It is your class. You are in charge of starting it on time, ending it on time and class management.

e) We will be videotaping all the mini-lessons using a Swivel camera robot. I will manage this at first, but gradually turn the setup and filming over to the class. Each team should also discuss who has an "up-to-date" phone that could be used for filming. We'll talk more about this in class.

Round 1 of Mini-lessons—Writing a learning outcome and linking it to an Anticipatory Set

You only have 10 minutes. Don't try to do too much. Practice beforehand.

You MUST write a clear objective that accurately reflects what your students will know, be able to do, or understand as a result of your 10-minute mini-lesson. For example, the learning outcome of for this mini-lesson (for credential students) is: Students will create and implement a mini-lesson using one learning outcome connected to an anticipatory set.

An "anticipatory set" is a way to generate interest in a topic you plan to cover. It is usually done at the beginning of class and relates to the day's topic. The "Set" is also sometimes called a Hook, or other term. In real life, you might devote more than 10 minutes to an important "Set."

Example: If your day's lesson was to be on the Great War, you might divide up the class into nationalities (Russian, United States, Great Britain, France, etc.) and have them move to sides of the room. Then you'd read off the casualty figures for each nation and have a like proportion from each group sit down. This would be a way of introducing the different experiences of each nation. The European nations would have far more students sitting down. From their perspective, the American sacrifice might seem small.

Topic: COMPLETELY OPEN as long as it is drawn from the Framework and Standards. I suggest choosing something you hope to teach later this year. Use this as practice.
While I will grade the mini-lesson on logistics (timing, management, getting things on the board, etc), the real focus will be on the learning environment, engaging students in learning, and deepening student learning. See these rubrics (from edTPA):

How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?

**Rubric 6: Learning Environment**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The clips reveal evidence of disrespectful interactions between teacher and students or between students.</td>
<td>The candidate demonstrates respect for students.</td>
<td>The candidate demonstrates rapport with and respect for students.</td>
<td>The candidate demonstrates rapport with and respect for students.</td>
<td>The candidate demonstrates rapport with and respect for students.</td>
</tr>
<tr>
<td>Candidate allows disruptive behavior to interfere with student learning.</td>
<td>Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.</td>
<td>Candidate provides a positive, low-risk learning environment that reveals mutual respect among students.</td>
<td>Candidate provides a challenging learning environment that promotes mutual respect among students.</td>
<td>Candidate provides a challenging learning environment that promotes mutual respect among students.</td>
</tr>
</tbody>
</table>

How does the candidate actively engage students in inquiry, interpretation, or analysis of history/social studies sources or accounts and in building arguments or conclusions?

**Rubric 7: Engaging Students in Learning**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are participating in tasks that are vaguely or superficially related to the central focus.</td>
<td>Students are participating in learning tasks that address their skills of inquiry, interpretation, or analysis of history/social studies sources or accounts.</td>
<td>Students are engaged in learning tasks that develop their skills of inquiry, interpretation, or analysis of history/social studies sources or accounts AND in building arguments or conclusions.</td>
<td>Level 4 plus: Learning tasks deepen knowledge, extend skills, AND provide evidence of students supporting their arguments or conclusions.</td>
<td>Candidate prompts students to link prior academic learning AND personal, cultural, or community assets to new learning.</td>
</tr>
<tr>
<td>There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.</td>
<td>Candidate makes vague or superficial links between prior academic learning and new learning.</td>
<td>Candidate links prior academic learning to new learning.</td>
<td>Candidate links prior academic learning AND personal, cultural, or community assets to new learning.</td>
<td>Candidate links prior academic learning AND personal, cultural, or community assets to new learning.</td>
</tr>
</tbody>
</table>
How does the candidate elicit student responses to promote their ability to inquire about, interpret, or analyze history/social studies sources/accounts and to build and support arguments or conclusions?

**Rubric 8 Deepening Student Learning**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate does most of the talking and students provide few responses.</td>
<td>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</td>
<td>Candidate elicits student responses that require interpretations or analyses of history/social studies sources or accounts.</td>
<td>Candidate elicits and builds on student responses to develop interpretations or analyses of history/social studies sources or accounts, OR to build and support arguments or conclusions.</td>
<td>Level 4 plus: Candidate facilitates interactions among students to develop their abilities to evaluate their own interpretations, analyses, arguments, or conclusions.</td>
</tr>
</tbody>
</table>

**Lesson Plan Instructions**

HIST 424 Lesson Plan Assignment Guide

You will plan, write, and share one lesson plan.

- You may consult with your colleagues, but the lesson plan is an individual assignment.
- The plan and material do not have to be original. That's right, you can borrow from other sources, but make it your own.
- Use the Lesson Plan Template and Rubric to guide your plan.
- Your lesson plan may also be used as a part of your unit plan.
- Be sure an electronic copy is posted in the Lesson Plan Forum so that your colleagues and I have access.
- The lesson plan should be for one 50 minute period. If you are observing block periods at your practicum, then you may make it for a longer period. If you are NOT observing block periods, please do not make it for a longer period.
Lesson Planning Template

Lesson Plan Template for Cal Poly History-Social Sciences
Delete the “italic” text once you’ve written your plan. Leave in the “bold” text as the template sections.

State-adopted content standard: Identify the number (e.g. 10.8.6 Human costs of war WWII) Use the 2016 Framework http://www.cde.ca.gov/oh/hs/englishhsfwr.asp to identify and understand the actual content goals. Also use the key at the start of each Framework section to identify the following objectives/standards.

Common Core Standard: Consider what skill or competency you think this lesson addresses and list it here.

ELD standard: Do your best, you’ll get more help understanding these in EDUC 418

Language Objective: Think in terms of academic language as identified by edTPA. You’ll get better at writing this out as the quarter progresses.

Learning objectives: May repeat/rephrase the above or be independent depending on your understanding of content and students. This is the “point” of the lesson and where you should probably start.

Informal and formal assessments: Consider progress monitoring x formal assessment. As you consider each, also think about whether it is hands-on, meaningful, linked to the objective(s), and promotes engagement. What will the evaluation be? Feedback to students, rubrics/scoring guides, or self-evaluations? The point of this section is to identify how you know you’ve objective above have been met.

Instructional strategies: This is the area with a step-by-step description or “scripting” of what you anticipate happening during the lesson. Include estimated timing and carefully think through what both you and the students will be doing during each “chunk” of the lesson. Within the description include the following:

- Demonstrate evidence of Universal Design for Learning (UDL) and be sure this clearly includes and explicitly identifies Representation, Expression, and Engagement.
- Any modifications/accommodations (once you have a context for learning, revisit and revise to meet the needs you identified).
- Identify scaffolding and perhaps areas it can be removed as student proficiency increases (comprehensible input, modeling, guided practice, independent practice, graphic organizers/visuals, gestures/body language, use of technology to promote participation).
- Identify points at which students are actively engaged (think-pair-share, teacher guided reporting, productive group work, reciprocal teaching, use of technology).
- If appropriate, identify grouping options (whole class, small group, partners, independent, heterogeneous and homogeneous and the rationale for the choice).
**Optional Academic Language:** You will have to address the use and support of academic language within your classroom for edTPA. However, that support can be identified within other areas of the lesson plan or in a dedicated space. You can choose what works for you, but be sure to:

A) Identify the language demands of the lesson. That means looking carefully at your objective and lesson scripting above (for example, what questions do you plan to ask the class and will they really understand what you’re asking, or what writing or speaking tasks do you have them working on?) and then identifying specific types of academic language that may be difficult for your students. Consider the following four types of demands that your lesson might have:

a. What is the **function** of the language? What is the purpose or reason for using the academic language in your lesson? For example, if your objective says that students will “explain the connection between the American and French Revolutions” you need to be sure that they understand what you’re really asking for when you say “explain.” In a non-academic sense to “explain” the connection might be to say “Well, the American one came first and then the French copied us and also had one.” Which isn’t what you’re actually asking. When you say explain, you probably mean something along the lines of being able to compare and contrast the two and provide multiple specific examples. Or, you may really want the students to be able to “explain” (repeat back to you or write out) a series of very specific connections that you highlighted in class. Either way, you may need to help at least some students understand what you mean by “explain the connections.”

b. What is the **vocabulary** used in the lesson that may be challenging? This is a good place to start and should be in your comfort zone. It’s just asking you to consider what words or phrases used in the lesson may be difficult for your students.

c. Might the **syntax** of the lesson or language used within the lesson challenge your students? Don’t let this confuse you. It just means the way language is organized. How we use symbols (both literal like a flag and figurative such as a primary source remarking on “assembling a case against capitalism”), words and phrase together into a structure.

d. Is there **discourse** within the lesson they will need help with? Discourse for edTPA means the way language is used within the discipline of History-Social Science. For example, in history we often try to make a case for “what happened” or “why something happened.” We know this has to be supported by concrete and specific evidence from primary sources. So we set out an argument and then try to “justify” or explain it using data from sources. Many of your students may not only need help doing this but understanding that THIS IS HOW WE DO THINGS IN SOCIAL STUDIES!

Additional resources or materials used to engage students: *(up to 5 additional pages per lesson plan)*

<table>
<thead>
<tr>
<th>HIST 424 Lesson Plan Rubric</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
</table>

23
<p>| Planning for History/Social Studies Understandings: How does the plan build students’ understandings of facts, concepts, and inquiry, or analysis skills to build and support arguments or conclusions about historical events or a social studies phenomenon? | Plan for instruction focuses solely on facts or a singular interpretation of historical events, a topic/theme, or a social studies phenomenon with little to no connections to • concepts, • inquiry, interpretations, or analyses, OR • building arguments or conclusions. There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, learning tasks, and materials are not aligned with each other. | Plan for instruction supports student learning of facts with vague connections to • concepts, inquiry, interpretations, or analyses, AND • building arguments or conclusions. | Plan for instruction builds prior lessons to support student learning of facts with clear connections to • concepts, • inquiry, interpretations, or analyses, AND • building arguments or conclusions. | Plan for instruction builds on prior lessons to support student learning of facts with clear and consistent connections to • concepts, • inquiry, interpretations, or analyses, AND • building and supporting arguments or conclusions. | Level 4 plus: Plan explains how s/he will lead students to build explicit connections between inquiry, interpretations, or analyses and supporting arguments/conclusions as well as the central focus of the unit. |
| Planning to Support Varied Student Learning Needs: How does the plan... | There is no evidence of planned supports. OR plan does not attend to ANY INSTRUCTIONAL... | Planned supports are loosely tied to learning objectives or the central focus of the unit. | Planned supports are tied to learning objectives and the central focus with attention to the... | Planned supports are tied to learning objectives and the central focus. Supports address the... | Level 4 plus: Supports include specific strategies to identify and respond to key misconceptions. |</p>
<table>
<thead>
<tr>
<th>Use knowledge of students to target support for students to develop understandings of facts, concepts, and inquiry, interpretations, or analyses to build arguments or conclusions?</th>
<th>Requirements in IEPs and 504 plans.</th>
<th>Characteristics of the class as a whole.</th>
<th>Needs of specific individuals or groups with similar needs.</th>
</tr>
</thead>
</table>

**Identifying and Supporting Language Demands:**
Lesson plan supports language demands associated with a key history/social studies learning task?

| Language demands identified are not consistent with the selected language function OR task. OR Language supports are missing or are not aligned with the language demand(s) for the lesson. | Language supports primarily address one language demand (vocabulary/symbols, function, discourse, syntax). | General language supports address use of two or more language demands (vocabulary/symbols, function, discourse, syntax). | Targeted language supports address use of:
• vocabulary/symbols,
• language function, AND
• one or more additional language demand(s) (discourse, syntax). |
|---|---|---|---|

**Planning Assessments to Monitor and Support Student Learning:**
How are the informal and formal assessments selected or designed to monitor students’ progress toward

<table>
<thead>
<tr>
<th>The assessments only provide evidence of students’ recall of history/social studies facts. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.</th>
<th>The assessments provide limited evidence to monitor students’ progress toward developing history/social studies understanding and use of facts, concepts, AND inquiry, interpretations, or analyses during the lesson.</th>
<th>The assessments provide evidence to monitor students’ progress toward developing history/social studies understanding and use of facts, concepts, AND inquiry, interpretations, or analyses during the lesson.</th>
<th>Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</th>
</tr>
</thead>
</table>

Level 4 plus: Language supports are designed to meet the needs of students with different levels of language learning.
| Subject-Specific Pedagogy: How does the lesson support students in using evidence from sources as they interpret or analyze and build and support arguments or conclusions? | Lesson primarily focuses on facts with little or no attention to interpretation, analysis, or building arguments or conclusions. | Lesson provides limited opportunities for students to interpret source(s) or build arguments or conclusions because they are primarily focused on demonstrating these skills for the class. | Lesson prompts students to use evidence from source(s) as the students interpret, analyze, OR build arguments or conclusions. | Lesson supports students in using evidence from multiple sources to build and support arguments or conclusions. | Level 4 plus: Lesson uses counter or alternative evidence from multiple sources to challenge students to support arguments or conclusions. |

**History 424 Unit Plan**

You will create and turn in a unit by steps. The first step is showing planning. The second step is completing a rough draft. The third is peer evaluation. The final step is submitting a completed unit on the day of the final exam.

You may also turn in lesson plans from your unit for any one of our in-class lesson plan assignments (see syllabus). You may use ideas from your unit for mini-lessons.

If you know your student teaching assignment (or at least have an idea), then you might consider choosing a topic for your unit that will be covered around week 9 or 10 of your student teaching. Don’t depend on being able to really use the material you plan for PACT, but it doesn’t hurt to try.
Please use the following order and format. Carefully review the rubric when deciding what to include.

Material to include in **curriculum map** (step one):

1. **Title page**: Title (subject, but can be creative), grade level, designer, length of time, your name and professional contact information.
2. **Yearlong Curriculum map**: use standards (list number) and apportion weeks. Use school schedule to determine class time (36 weeks?) Highlight in some way where this unit fits into the yearlong plan.
3. **Content standards covered by Unit**: Include actual text of standard and a short paragraph explaining how the Unit meets the standard that demonstrates a clear understanding of relevancy of standard to overall progression of unit. This will only be a draft at this point but you should show your latest thinking about how to meet the standard. **This only has to be done for the standards you actually plan to design lesson plans for...the “learning segment.”**
   a. Sample: 7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.
   b. Even better sample: 7.7.4 Describe the artistic and oral traditions and architecture in the three civilizations.
   - Students will have viewed and worked with materials displaying examples of art and architecture from each culture earlier in the unit. In this section, they will work in small groups to complete Venn diagrams comparing art, architecture or myths from two cultures. They will then share and discuss their findings with another small group (to practice academic language and allow informal assessment). Finally, they will individually create a piece of “authentic” art, architecture, or mythology form one culture.
4. **Common Core Standard(s) developed by the unit**: Include the text of the standard you are explicitly having students work on and, as with the above, provide a short paragraph where you explain how the activities you plan will help students meet this standard. For the curriculum map you should include all Common Core Standards the unit will address, but you only have to provide the narrative description for the portions that your “learning segment” builds upon.
5. **Unit Plan Overview**: Complete the purple area of the EDUC 414 template.
   a. Sample: “What stage or form of human civilization best fulfills human needs?”
6. **Daily Curriculum map**: a day-by-day table that provides an abbreviated view of each day’s lesson. Cover all days of unit. Clearly indicate with days will be part of your Learning Segment (that will be fully planned in the final unit). As you look at this table, consider how where and how each essential question gets answered and how all the content builds towards the
enduring understandings. Once you have a progression of content understandings mapped, consider how the following are embedded in the unit:

a. Identify a specific literacy need in your class based on the Context for Learning (see below). Systematically demonstrate how you scaffold academic language and literacy across days of unit to address this identified need? Your plan can be incomplete at this stage, but should have enough information by the final draft for a reviewer to understand how you scaffold and when you hope to be able to remove the scaffold (you do not always have to be able to do so in one unit, but consider how far you hope to move students in the time available). Whatever strategy you are using to address the identified need, make sure it’s based on sound research and that you cite the strategy and research.

b. Assessment. What are the formal assessments within the unit and on what days do they fall. Enough information should be listed for a reviewer to quickly see whether you are teaching the material being assessed and whether the assessment scaffolds towards the unit assessment. Be sure to consider whether your assessment requires skills or academic language and how you’ve prepared students for these in addition to content.

c. Standards. Breakdown the larger standard(s) of the unit and list the one that is appropriate to this day’s instruction.

d. Now that you have a clear idea of your goals, needs, and how they might be assessed across the time available, sketch in some of the learning activities that students will complete to achieve them. These are only a few words and will probably change as the draft evolves. Later you will plan out the Learning Segment completely.

7. Context for Learning: You may choose one of the three contexts for learning on Blackboard, or you may create a context for learning from one of your field placements. Use the EdTPA handbook to help create this.

Final Unit plan should include all of the above (in final form) plus the following:

You must complete detailed lesson plans, assessment, and supporting materials for a learning segment within your unit. This should be from 3-5 days (50 minute periods).

1. Assessments: The actual assessment for the learning segment. This must include a rubric or clear criteria. As a part of your lesson plan for the learning segment day when you assess, explain how you differentiate assessment for identified student needs (from Context for Learning). How do alternative assessments measure the same goals? When and why might re-teaching take place (maybe tied to unit planning experiences and instruction below using parenthesis)?

2. Lesson Plans by day. Use the Lesson Plan template and consider the Lesson Plan rubric when creating these. Be sure the lessons you design match what you’ve planned in the curriculum map.

4. Homework: give page reading assignments from whatever textbook you will use (find one in the library or in your practicum placement).

5. Research on which your choices are based. This will be part of your lesson plans for the learning segment, but you should also cite the research that informs your larger instructional choices within the unit. This will probably require an extra page with one or two paragraphs explaining the choices and citing the research, but other methods are acceptable.

Be sure to look at the unit rubrics and sample units. I also have paper copies of completed units in my office. If you are unsure about the focus question, please talk to me. I’m delighted to help. I also have several books full of “exciting” social sciences lesson plan ideas.
<table>
<thead>
<tr>
<th>Planning for History/Social Studies Understandings: How do the plans build students’ understandings of facts, concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events or a social studies phenomenon?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans for instruction focus solely on facts or a singular interpretation of historical events, a topic/theme, or a social studies phenomenon with little to no connections to • concepts, • inquiry, interpretations, or analyses, OR • building arguments or conclusions. There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, learning tasks, and materials are not aligned with each other.</td>
</tr>
<tr>
<td>Plans for instruction support student learning of facts with vague connections to • concepts, inquiry, interpretations, or analyses, AND • building arguments or conclusions.</td>
</tr>
<tr>
<td>Plans for instruction build on each other to support student learning of facts with clear connections to • concepts, • inquiry, interpretations, or analyses, AND • building arguments or conclusions.</td>
</tr>
<tr>
<td>Plans for instruction build on each other to support student learning of facts with clear and consistent connections to • concepts, • inquiry, interpretations, or analyses, AND • building and supporting arguments or conclusions.</td>
</tr>
<tr>
<td>Level 4 plus: Plans explains how s/he will lead students to build explicit connections between inquiry, interpretations, or analyses and supporting arguments/conclusions as well as the central focus of the unit.</td>
</tr>
</tbody>
</table>

<p>| Planning to Support Varied Student Learning Needs: How does the plan | There is no evidence of planned supports. OR plan does not attend to ANY INSTRUCTIONAL Learning Objectives. | Planned supports are loosely tied to learning objectives or the central focus of the unit. | Planned supports are tied to learning objectives and the central focus with attention to the key misconceptions. | Planned supports are tied to learning objectives and the central focus. Supports address the key misconceptions. | Level 4 plus: Supports include specific strategies to identify and respond to key misconceptions. |</p>
<table>
<thead>
<tr>
<th><strong>Using Knowledge of Students to Inform Teaching and Learning:</strong> How does the unit use knowledge of students to justify instructional plans?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying and Supporting Language Demands:</strong> How does the candidate identify and support language demands associated with a task?</td>
</tr>
<tr>
<td>use knowledge of students to target support for students to develop understandings of facts, concepts, and inquiry, interpretations, or analyses to build arguments or conclusions?</td>
</tr>
<tr>
<td>Justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.</td>
</tr>
<tr>
<td>Language demands identified by the candidate are not consistent with the selected language function or task. OR Language supports are missing or are not aligned with the</td>
</tr>
<tr>
<td>Planning Assessments to Monitor and Support Student Learning: How are the informal and formal assessments selected or designed to monitor students’ progress toward understanding and use of facts, concepts, and inquiry, interpretations, or analyses to build and support arguments or conclusions?</td>
</tr>
<tr>
<td>Subject-Specific Pedagogy: How does the candidate support students in using evidence from sources as they interpret or analyze and build and support arguments or conclusions?</td>
</tr>
</tbody>
</table>
conclusions?