

**A. D. Folden**  
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Course Website: Angel and LiveText Office Hours: M (4:00-5:00 p.m.) and by appointment



**HI 303: History and the Social Sciences (3 hours) Fall 2012** Monday 5:00-7:45 p.m.  
Bibb Graves (for the first meeting at 6:00 p.m.) and Florence High School – History Wing 18

**Course Description:** A study of history and the social science disciplines, emphasizing their relationship, basic concepts, methods and skills, their historical development as professions and careers. This course is intended for students majoring in professional secondary education (grades 6-12) and history or social science.

*(UNA 2012-13 Undergraduate Catalog)*

This course is designed to help students develop the appropriate knowledge and skills of teaching in the social sciences through active, experiential-based activities. During the semester, students will be engaged in the study of the foundations, significant trends, curricular and instructional decision-making, research, professional standards, state and national standards, and professional development opportunities of the social sciences. Expectations for this course include a 15-hour practicum.

**Prerequisites:** None (Departmental Permission Required)

**Instructional Methodologies:** Lecture, discussion, assigned readings, classroom presentations, and field experiences.

**Technology Skills:**

- Ultimately, it is the student's responsibility to have and maintain the necessary technology to complete all assignments. Any assignments that are not completed due to technological problems will receive a zero.
- Computers will be used in this course to access the course website through Angel and/or LiveText and complete out-of-class assignments, view lecture slides, track student progress, contact the professor and other students, and to access a variety of other tools available through Angel and/or LiveText.

**Course Requirements:**

**Textbook and Other Assigned Readings:** On the tests you will be responsible for a general knowledge of the assigned readings. The reading assignments coordinate with the lectures and are listed on the class schedule. The following books are assigned for this course:

- Jeanne M. Bowlan, *Praxis II: Social Studies Content Knowledge* (USA: Research and Education Association, 2010). ISBN-13: 9780738605098
- Other assigned readings will be given over the course of the semester and can be accessed via the web on the course website and/or on restricted reserve at Collier Library.

**Class Attendance Policy:** Regular and punctual attendance is expected of all students and is regarded as integral to course credit. Being late communicates that you are uninterested in the class or in getting a passing grade. Students who arrive late to class must meet with the professor immediately following the class session and will be marked absent at the discretion of the professor. Assignments that are handed in late will not receive credit and no make-up quizzes or opportunities for presenting teaching assignment will be given. In addition, whenever a student's cumulative absences for any reason—excused or unexcused—exceed the equivalent of four weeks of scheduled classes and activities, no credit may be earned for the course. That means that in this course a student is permitted **a maximum of 4 absences**. Attendance will be taken at each class meeting by means of an attendance sheet. Failure to sign the attendance sheet will result in being marked absent. Tardies and leaving early will count towards attendance. **NOTE:** If you are going to be absent, you must provide an email notification to the instructor.

**Classroom Behavior Policy:** As a university student, certain behavior is expected of you. You are expected to come to class prepared and to be respectful toward the instructor and other students. In addition, students are expected to adhere to a dress code similar to that of teaching professionals. (Jeans are permitted but clothing must be modest in coverage.)

**Confidentiality and Interaction Regarding Secondary School Environments:** As a member of this class, you will have access to information and records that require confidentiality. There will be no discussions of observations or confidential information outside of the HI 303 classroom. You are a representative of UNA and will be expected to maintain professional standards of interaction and dress code. Any secondary classroom work samples that you may use in a portfolio cannot contain student names. In addition, interaction with students outside of the classroom (other than professional, customary greetings) is prohibited (no Facebook or other exchanges of personal information). If a secondary student contacts you, I need to be informed as soon as possible.

**Cheating and Plagiarism Policy:** Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. A student guilty of academic dishonesty will receive a grade of "F" for the course.

**Make-up Policy:** If, due to circumstances beyond your control, you are unable to take an exam at the scheduled time, **YOU MUST CONTACT THE PROFESSOR PRIOR TO THE EXAM.** Students will be asked to justify their absences. **EXCEPT IN CASES OF UNFORSEEN EMERGENCIES, ALL MAKE-UP EXAMS MUST BE TAKEN PRIOR TO THE EXAM DATE.** If the professor authorizes a make-up exam for an unforeseen emergency, it must be taken within one week of the exam. Absences on the day of the exam (i.e., failure to notify the professor prior to the exam period) will mean an automatic zero for the exam.

**End of "W" Period:** October 22, 2012

**Begin "WP/WF" Period:** October 23, 2012

**End of "WP/WF" Period:** November 26, 2012

**Student Learning Outcomes:**

1. Identify and explain basic concepts, terminology, and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts. Assessment: Exams.
2. Develop a quality social science teaching plan based on Alabama Course of Study Requirements for the Social Sciences. Assessment: Classroom presentations and Field Experiences (Portfolio).
3. Develop a study plan for the Praxis II examination in history and the social sciences. Assessment: Praxis II practice tests.
4. Knowledge of teaching and learning in the social studies that are meaningful, integrative, value-based, challenging, and active. Assessment: Classroom presentations, Field Experiences (Portfolio), and website.
5. Knowledge of academic content to plan and provide a developmentally appropriate curriculum in accordance with the *Alabama Course of Study: Social Studies*. Assessment: Classroom presentations, Field Experiences (Portfolio), and website.
6. Ability to analyze the purpose of social studies, select content pertinent to those purposes, and assess student learning in terms of social studies goals. Assessment: Classroom presentations, Field Experiences (Portfolio), and website.
7. Select, integrate, and translate the content and methods of investigation of history and the social studies disciplines for use in social studies instruction. Assessment: Classroom presentations, Field Experiences (Portfolio), and website.
8. Use a variety of approaches to instruction that are pertinent to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities. Assessment: Classroom presentations, Field Experiences (Portfolio), and website.

**Evaluation Procedures:** The grade of "A" is given very selectively and reserved for students who have excellent achievement; "B" for satisfactory or above average performance; "C" for average work; "D" for much below average work that is nonetheless considered passing; and "F" for completely unsatisfactory work.

Final grades will be assigned on this scale:

A—90%

B—80%

- C—70%
- D—60%
- F—Below 60%

All graded activities must be completed in their entirety in order to receive course credit.

**EVALUATION METHODS LEADING TO FINAL GRADE**

- 70% Classroom Presentations (with follow up reflections) and Quizzes \*
- 10% LiveText Lesson Plan and Field Experience Portfolio
- 10% Website
- 10% Final Exam (Praxis)

\*The lowest two quiz and teaching grades will be dropped.

**Accommodation Statement:** In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the accommodation process to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).



Students are responsible for being aware of all due dates for assignments and urged to be present for all classes. **NOTE: It is important that students read and follow the directions for each assignment.**

Date	Material/Assignments	Reading Assignments (to be completed BEFORE class meeting)
August 27	<ul style="list-style-type: none"> <li>• Introduction to HI 303</li> <li>• Teaching Social Studies</li> <li>• Professional Standards of Teaching</li> <li>• New Expectations for Social Studies (Reading, Writing, Technology, &amp; Service)</li> <li>• Praxis II in Social Studies, Sample Praxis</li> <li>• Strategic Teaching &amp; Best Practices As Related to Social Studies</li> <li>• Teaching With and Without Technology</li> <li>• Socratic Circles</li> <li>• Graphic Organizers</li> <li>• Writing multiple-choice, essential, and guiding questions</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• <i>Alabama Course of Study: Social Studies 2010</i> (online ALSDE)</li> <li>• Alabama High School Graduation Exam in Social Studies (online ALSDE)</li> <li>• Praxis Website</li> <li>• Praxis Practice Test</li> <li>• Research and read articles on the use of Socratic Circles, Graphic Organizers, and essential questions.</li> </ul>
September 3 <b>NO CLASS</b>	<ul style="list-style-type: none"> <li>• <b>NO CLASS</b></li> <li>• Work on creating teacher website</li> <li>• Prepare presentation on Best Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Research and read articles on Best Practices.</li> <li>• Search internet for ideas on creating your own teacher website.</li> </ul>
September 10	<ul style="list-style-type: none"> <li>• <b>Bell Ringer Presentation</b> <ul style="list-style-type: none"> <li>• 2 minute bell ringer related to reading</li> </ul> </li> <li>• Guest Speaker (J.S. – Teaching Social Studies and Reading)</li> <li>• An Introduction to IS2 (Essential &amp; Guiding Questions)</li> <li>• Planning for Teaching</li> <li>• Setting Goals Across Grade Levels 7-12 &amp; Within Grade Levels (College Bound and Advanced Placement)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Alabama Course of Study: Social Studies 2010</i> (online ALSDE)</li> <li>• College Board AP (online)</li> <li>• Research and read articles on incorporating reading into the Social Studies curriculum.</li> </ul>

September 17	<ul style="list-style-type: none"> <li>• <b>DUE: Student Presentation – Best Practices</b></li> <li>• <b>Activity – Socratic Circle (Topic: Best Practices)</b></li> <li>• Geography -- Incorporating Geography Into All Classes</li> <li>• Alabama Moments in History</li> <li>• Writing multiple-choice, essential, and guiding questions</li> </ul>	<ul style="list-style-type: none"> <li>• Alabama Moments in History (online Alabama Department of Archives and History)</li> <li>• Research and read articles on Best Practices.</li> <li>• Research and read articles on the use of Socratic Circles, Graphic Organizers, and essential questions.</li> </ul>
September 24	<ul style="list-style-type: none"> <li>• <b>QUIZ – Alabama High School Graduation Exam</b></li> <li>• Guest Speaker (L.H. – An Administrator’s Perspective)</li> <li>• Alabama Course of Study and the Alabama High School Graduation Exam, Sample AHSGE</li> <li>• Methods of Assessment &amp; Using Good Instruments</li> <li>• Writing multiple-choice, essential, and guiding questions</li> </ul>	<ul style="list-style-type: none"> <li>• Alabama High School Graduation Exam in Social Studies (online ALSDE)</li> <li>• Research and read articles on assessment and test construction.</li> <li>• Research and read articles on the use of Socratic Circles, Graphic Organizers, and essential questions.</li> </ul>
October 1	<ul style="list-style-type: none"> <li>• <b>QUIZ – Ch. 7 Behavioral Sciences (pages 353-408)</b></li> <li>• <b>Teaching Lesson:</b> Social Science Elective or Assigned History lesson (depending on major) <ul style="list-style-type: none"> <li>• Psychology or Sociology (for Social Science majors)</li> <li>• Human Geography (for History majors)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 7 Behavioral Sciences (pages 353-408)</li> </ul>
October 8	<ul style="list-style-type: none"> <li>• <b>QUIZ – Ch. 6 Economics (pages 311-352)</b></li> <li>• <b>Teaching Lesson:</b> Social Science Elective or Assigned History lesson (depending on major) <ul style="list-style-type: none"> <li>• Economics or Government (for Social Science majors)</li> <li>• Contemporary World Issues and Civic Engagement (for History majors)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 6 Economics (pages 311-352)</li> </ul>
October 15	<ul style="list-style-type: none"> <li>• <b>QUIZ – Ch. 5 Geography (pages 285-310)</b></li> <li>• <b>Teaching Lesson:</b> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> Grade Geography</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 5 Geography (pages 285-310)</li> </ul>
October 22	<ul style="list-style-type: none"> <li>• <b>QUIZ – Ch. 4 Government, Civics, and Political Science (pages 247-284)</b></li> <li>• <b>Teaching Lesson:</b> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> Grade Civics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 4 Government, Civics, and Political Science (pages 247-284)</li> </ul>
October 29	<ul style="list-style-type: none"> <li>• <b>QUIZ – Ch. 3 World History (pages 147-173)</b></li> <li>• <b>Teaching Lesson:</b> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade World History to 1500</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 3 World History (pages 147-173)</li> </ul>
November 5	<ul style="list-style-type: none"> <li>• <b>QUIZ – Ch. 3 World History (pages 174-246)</b></li> <li>• <b>Teaching Lesson:</b> <ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade World History 1500 to Present</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 3 World History (pages 174-246)</li> </ul>
November 12 <b>NO CLASS</b>	<ul style="list-style-type: none"> <li>• <b>NO CLASS</b></li> <li>• <b>Websites <u>DUE</u> by 5 p.m. Email the website address to <a href="mailto:adfolden@una.edu">adfolden@una.edu</a></b></li> <li>• Use this time to work on your teaching portfolio and PhotoStory.</li> </ul>	

November 19	<ul style="list-style-type: none"> <li>• <b>QUIZ – Ch. 2 United States History (pages 23-73)</b></li> <li>• <b><u>DUE</u>: Documentation of volunteer teaching hours and reflections</b></li> <li>• <b>Teaching Lesson:</b> <ul style="list-style-type: none"> <li>• 10<sup>th</sup> Grade United States History: Beginnings to the Industrial Revolution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 2 United States History (pages 23-73)</li> </ul>
November 26	<ul style="list-style-type: none"> <li>• <b>QUIZ – Ch. 2 United States History (pages 74-146)</b></li> <li>• <b><u>DUE</u>: Portfolios by 5 p.m. (uploaded PDF to ANGEL <u>and</u> a hardcopy to the instructor)</b></li> <li>• <b>Teaching Lesson:</b> <ul style="list-style-type: none"> <li>• 11<sup>th</sup> Grade United States History: Industrial Revolution to the Present</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 2 United States History (pages 74-146)</li> </ul>
December 3	<ul style="list-style-type: none"> <li>• <b>Student Presentation:</b> <ul style="list-style-type: none"> <li>• one minute (or more) PhotoStory</li> <li>• Students will evaluate presentations</li> </ul> </li> <li>• <b><u>DUE</u>: Poster Project on an Alabama leader</b> <ul style="list-style-type: none"> <li>• ½ a poster board</li> <li>• title</li> <li>• image</li> <li>• four bulleted remarks on how this person <u>impacted</u> Alabama history (not just facts)</li> <li>• Students will evaluate poster projects</li> </ul> </li> <li>• <b><u>DUE</u>: Image Analysis and Presentation</b> <ul style="list-style-type: none"> <li>• 8 ½ x 11 paper</li> <li>• Image must be ¼ of page and contain a photo credit caption. In addition, the caption may contain fact-related information <u>not</u> included in the four bulleted statements.</li> <li>• Use a well-known image that impacted American history.</li> <li>• Write four statements on how the impact impacted history. The statements should be large enough in appearance as to be easily read from a distance of three to four feet.</li> <li>• Students will evaluate peer presentations</li> </ul> </li> </ul>	
December 10	<ul style="list-style-type: none"> <li>• Praxis Exam</li> </ul>	

September 10 TEACHING LESSON 1		
Bell Ringer		
ACOS Overview:	Assignment:	Additional Elements To Include:
<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• 2 minute bell ringer related to a primary source reading</li> <li>• Find a brief reading passage (five to eight sentences), present the passage to students, give directions (including your expectations)</li> <li>• Make copies of the passage for the class (or come to FHS early and I will do this for you).</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection must be email by Wednesday at 8:00 a.m. Using a bulleted structure, include (in boldface) the following information: the reading passage, reading level (grade), teaching strategy and goals, an evaluation of your participation in the assignment, and what you would change for future presentations.</li> </ul>

September 17 TEACHING LESSON 2		
Best Practices – Geography		
ACOS Overview:	Assignment:	Additional Elements To Include:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 2 minute presentation involving a Best Practices technique and geography</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection must be email by Wednesday at 8:00 a.m. Using a bulleted structure, include (in boldface) the following information: the geography item, grade level, Best Practices strategy and goals, an assessment of your participation in the assignment, what you would change for future presentations, and an evaluation of the technique.</li> </ul>

October 1 TEACHING LESSON 3		
Psychology or Sociology (for Social Science Majors)		
ACOS Overview:	Assignment:	Additional Elements To Include:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plan template</li> <li>• Detailed Plan</li> <li>• 5 multiple-choice questions</li> <li>• Teach a portion of the unit lesson (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection must be email by Wednesday at 8:00 a.m. Using a bulleted structure, include (in boldface) the following information: an assessment of your participation in the assignment, an evaluation of chosen teaching strategies, and thoughts regarding changes for future presentations.</li> </ul>
Human Geography (for History Majors)		
ACOS Overview:	Assignment:	Additional Elements to Include:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plan template</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection must be email by</li> </ul>

	<ul style="list-style-type: none"> <li>• Detailed Plan</li> <li>• 5 multiple-choice questions</li> <li>• Teach a portion of the unit lesson (5 minutes)</li> </ul>	<p>Wednesday at 8:00 a.m.</p> <ul style="list-style-type: none"> <li>• Reflection must be email by Wednesday at 8:00 a.m. Using a bulleted structure, include (in boldface) the following information: an assessment of your participation in the assignment, an evaluation of chosen teaching strategies, and thoughts regarding changes for future presentations.</li> </ul>
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<b>October 8</b>	<b>TEACHING LESSON 4</b>
<b>12<sup>th</sup> Grade – Government or Economics (for Social Science Majors)</b>	

ACOS Overview:	Assignment:	Additional Elements To Include:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plan template</li> <li>• Detailed Plan</li> <li>• 5 multiple-choice questions</li> <li>• Teach a portion of the unit lesson (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection must be email by Wednesday at 8:00 a.m.</li> <li>• Reflection must be email by Wednesday at 8:00 a.m. Using a bulleted structure, include (in boldface) the following information: an assessment of your participation in the assignment, an evaluation of chosen teaching strategies, and thoughts regarding changes for future presentations.</li> </ul>

<b>Contemporary World Issues and Civic Engagement (for History majors)</b>		
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ACOS Overview:	Assignment:	Additional Elements To Include:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plan template</li> <li>• Detailed Plan</li> <li>• 5 multiple-choice questions</li> <li>• Teach a portion of the unit lesson (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection must be email by Wednesday at 8:00 a.m.</li> <li>• Reflection must be email by Wednesday at 8:00 a.m. Using a bulleted structure, include (in boldface) the following information: an assessment of your participation in the assignment, an evaluation of chosen teaching strategies, and thoughts regarding changes for future presentations.</li> </ul>

<b>October 15</b>		
<b>TEACHING LESSON 5</b>		
<b>7<sup>th</sup> Grade – Geography</b>		
<b>ACOS Overview:</b>	<b>Assignment:</b>	<b>Additional Elements To Include:</b>
<ul style="list-style-type: none"> <li>World Geography using a thematic approach</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan template</li> <li>Detailed Plan</li> <li>5 multiple-choice questions</li> <li>Teach a portion of the unit lesson (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Reflection must be email by Wednesday at 8:00 a.m. Reflection must be email by Wednesday at 8:00 a.m. Using a bulleted structure, include (in boldface) the following information: an assessment of your participation in the assignment, an evaluation of chosen teaching strategies, and thoughts regarding changes for future presentations.</li> </ul>

<b>*October 22</b>		
<b>TEACHING LESSON 6</b>		
<b>7<sup>th</sup> Grade – Civics</b>		
<b>ACOS Overview:</b>	<b>Assignment:</b>	<b>Additional Elements To Include:</b>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan template</li> <li>Detailed Plan</li> <li>5 multiple-choice questions</li> <li>Teach a portion of the unit lesson (5 minutes)</li> <li>This lesson must involve Alabama history.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection must be email by Wednesday at 8:00 a.m. Reflection must be email by Wednesday at 8:00 a.m. Using a bulleted structure, include (in boldface) the following information: an assessment of your participation in the assignment, an evaluation of chosen teaching strategies, and thoughts regarding changes for future presentations.</li> </ul>

<b>October 29</b>		
<b>TEACHING LESSON 7</b>		
<b>8<sup>th</sup> Grade – World History to 1500</b>		
<b>ACOS Overview:</b>	<b>Assignment:</b>	<b>Additional Elements To Include:</b>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan template</li> <li>Detailed Plan</li> <li>5 multiple-choice questions</li> <li>Teach a portion of the unit lesson (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Reflection must be email by Wednesday at 8:00 a.m. Reflection must be email by Wednesday at 8:00 a.m. Using a bulleted structure, include (in boldface) the following information: an assessment of your participation in the assignment, an evaluation of chosen teaching strategies, and thoughts regarding changes for future presentations.</li> </ul>

November 5 <b>TEACHING LESSON 8</b>		
<b>9<sup>th</sup> Grade – World History to the Present</b>		
ACOS Overview:	Assignment:	Additional Elements To Include:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plan template</li> <li>• Detailed Plan</li> <li>• 5 multiple-choice questions</li> <li>• Teach a portion of the unit lesson (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection must be email by Wednesday at 8:00 a.m. Reflection must be email by Wednesday at 8:00 a.m. Using a bulleted structure, include (in boldface) the following information: an assessment of your participation in the assignment, an evaluation of chosen teaching strategies, and thoughts regarding changes for future presentations.</li> </ul>

November 19 <b>TEACHING LESSON 9</b>		
<b>10<sup>th</sup> Grade – United States History: Beginnings to the Industrial Revolution</b>		
ACOS Overview:	Assignment:	Additional Elements To Include:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plan template</li> <li>• Detailed Plan</li> <li>• 5 multiple-choice questions</li> <li>• Teach a portion of the unit lesson (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection must be email by Wednesday at 8:00 a.m. Reflection must be email by Wednesday at 8:00 a.m. Using a bulleted structure, include (in boldface) the following information: an assessment of your participation in the assignment, an evaluation of chosen teaching strategies, and thoughts regarding changes for future presentations.</li> </ul>

November 26 <b>TEACHING LESSON 10</b>		
<b>11<sup>th</sup> Grade – Industrial Revolution to the Present</b>		
ACOS Overview:	Assignment:	Additional Elements To Include:
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plan template</li> <li>• Detailed Plan</li> <li>• 5 multiple-choice questions</li> <li>• Teach a portion of the unit lesson (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection must be email by Wednesday at 8:00 a.m. Reflection must be email by Wednesday at 8:00 a.m. Using a bulleted structure, include (in boldface) the following information: an assessment of your participation in the assignment, an evaluation of chosen teaching strategies, and thoughts regarding changes for future presentations.</li> </ul>

December 3			TEACHING LESSON 11		
PhotoStory Presentation					
ACOS Overview:		Assignment:		Additional Elements To Include:	
•		<ul style="list-style-type: none"> <li>• Present at least a 1 minute PhotoStory.</li> <li>• Include at least 10 photos with captions (including a title page). Captions must be easily readable and grammatically correct.</li> <li>• Use this activity to stimulate student interest in a topic.</li> <li>• Incorporate music specific to the time period.</li> </ul>		<ul style="list-style-type: none"> <li>• Refer to calendar for other assignments.</li> </ul>	

### Additional Information

#### **Lesson Plan Template:**

- Using the provided template, address all elements on the form.
- Include objectives (not just the number)
- Write your own essential question.
- As for guiding questions, write one question per required element. For example, depending on the objective, lesson plans may call for one or more guiding questions related to the ACOS, AHSGE, and/or Alabama history.
- Construct a bulleted plan for the week.
- Denote teaching strategies, assessment, and reading objectives.

#### **Detailed Lesson Plan:**

- Due to time constraints, students are limited to teaching a portion of the daily lesson; thus, in the detailed lesson plan students will provide a bulleted report detailing the daily lesson.
- Include information regarding the bell ringer, student engagement, formal and informal assessments, and incorporation of skills. For example, which strategies would you use to teach reading, critical thinking, and/or writing? How would you increase student skill level regarding geography, graphs, charts, and political cartoons?
- What other teaching strategies would you use and why? How would you gain the interest of students? How would you use technology? Which best practices would you use?
- Which types of assessments would provide the best evaluation of student work?
- Which of your activities aid in teaching reading objectives related to social studies?

#### **Five Multiple-Choice Questions:**

- Three of the five questions must involve higher order thinking.

## WEBSITE:

Tab:	Required Elements:	
Intro Page	<ul style="list-style-type: none"> <li>• name</li> <li>• photo of you teaching</li> <li>• certification area(s)</li> <li>• extracurricular interests/experience</li> </ul>	<ul style="list-style-type: none"> <li>• <i>avoid photographing the faces of students</i></li> </ul>
Strategic Teaching	<p>In five brief paragraphs (including topic sentences), answer the following questions:</p> <ul style="list-style-type: none"> <li>• How do you engage learners? (mention Best Practices, Teaching Strategies, technology, high expectations)</li> <li>• How do you teach students to find evidence to support statements, analyze sources, and draw conclusions?</li> <li>• How does thematic teaching contribute to student learning?</li> <li>• Which methods of assessment provide the most benefit to students?</li> <li>• Which classroom management procedures do you implement in order to maintain control while guiding student learning?</li> </ul>	<p>Other key terms to integrate:</p> <ul style="list-style-type: none"> <li>• teach bell to bell, clear expectations</li> <li>• meaningful tasks, higher-order thinking, rigor and relevance</li> <li>• using objectives and guiding questions – textbook is only a resource</li> <li>• integrated curriculum/differentiated curriculum</li> <li>• differentiated assessment, rubrics, scoring guides</li> <li>• teaching in a multi-level classroom, accommodations</li> <li>• documentation and interventions regarding student behavior</li> <li>• contact with parents</li> </ul>
Preparing Students	<p>In four brief paragraphs (including topic sentences), answer the following questions:</p> <ul style="list-style-type: none"> <li>• Explain how you assist students in performing well on national and state testing? (AP, AHSGE Social Studies, AHSGE Reading, Writing Assessment)</li> <li>• How do you prepare students for career readiness?</li> <li>• How do you ready students for future educational opportunities?</li> <li>• Describe how the role of community service in the lives of students and explain how you encourage a lifelong interest.</li> </ul>	<ul style="list-style-type: none"> <li>• teaching reading through social studies</li> <li>• teaching students to write logically and analytically (including a thesis and supporting statements)</li> <li>• partnerships among school and community leaders</li> <li>• students providing assistance to local agencies</li> </ul>
Expanded Resume	<ul style="list-style-type: none"> <li>• Create a teaching resume</li> </ul>	<ul style="list-style-type: none"> <li>• <i>see sample</i></li> </ul>
National Testing Resources	<ul style="list-style-type: none"> <li>• links to resources</li> </ul>	<ul style="list-style-type: none"> <li>• PSAT, ACT, SAT, AP</li> </ul>
Online Tutoring Resources	<ul style="list-style-type: none"> <li>• links to resources</li> </ul>	<ul style="list-style-type: none"> <li>• Homework Alabama</li> </ul>
AHSGE Prep for Social Studies	<ul style="list-style-type: none"> <li>• links to resources</li> </ul>	
Study Tips	<ul style="list-style-type: none"> <li>• links to resources or create your own</li> </ul>	
Best Practices Samples	<ul style="list-style-type: none"> <li>• photos and descriptions of four sample projects</li> </ul>	
Presentations	<ul style="list-style-type: none"> <li>• four electronic presentations (created for HI 303)</li> </ul>	

**In addition to the aforementioned student learning outcomes, this course, through a thorough review for the PRAXIS II exam, will teach and assess the following standards:**

**(1)(c)2. 290-3-3-.03 Alabama Quality Teaching Standards for Class B Programs**

290-3-3-.03(1)(c)2.(i)

Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching field(s) as defined in the Alabama Course of Study for those teaching fields.

**290-3-3-.19 General Rules for All Social Studies Teaching Fields**

**(2)(a)2.**

Knowledge of:

290-3-3-.19(2)(a)2.(i)

Culture as an integrated whole that governs the functions and interaction of language, literature, arts, traditions, beliefs, values, and behavior patterns and how differing cultural assumptions may contribute to or pose obstacles to cross-cultural understanding.

290-3-3-.19 (2)(a)2.(ii)

How past and present technological and scientific developments have impacted the physical world and human society, as well as how societal attitudes have influenced scientific and technological endeavors.

290-3-3-.19 (2)(a)2.(iii)

The causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues.

290-3-3-.19 (2)(a)3.

Ability to guide students in incorporating pertinent social studies disciplinary knowledge to address pivotal events and persistent societal issues from an interdisciplinary perspective.

**(2)(b)2.**

Knowledge of:

290-3-3-.19 (2)(b)2.(i)

Methods of teaching and learning in the social studies that are meaningful, integrative, value-based, challenging, and active.

290-3-3-.19 (2)(b)2.(ii)

Academic content to plan and provide a developmentally appropriate curriculum in accordance with the *Alabama Course of Study: Social Studies*.

**(2)(b)3.**

Ability to:

290-3-3-.19 (2)(b)3.(i)

Analyze the purpose of social studies, select content pertinent to those purposes, and assess student learning in terms of social studies goals.

290-3-3-.19 (2)(b)3.(ii)

Select, integrate, and translate the content and methods of investigation of history and the social studies disciplines for use in social studies instruction.

290-3-3-.19 (2)(b)3.(iii)

Use a variety of approaches to instruction that are pertinent to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities.

**290-3-3-.20 General Social Studies**

**(1)**

**Program Curriculum.**

**(1)(a)**

**History.** Prior to program completion, prospective teachers of general social studies shall demonstrate:

**(1)(a)1.**

Knowledge of:

290-3-3-.20 (1)(a)1.(i)

The process of critical historical inquiry and how to assist students in using historical thinking to analyze historical and contemporary developments and to inform and evaluate actions concerning public policy issues.

290-3-3-.20(1)(a)1.(ii)

Key concepts and themes from the study of world, U.S., state, regional history (such as time chronology, causality, change, conflict, culture, and complexity) to explain, analyze and show connections among patterns of historical change and continuity.

(1)(a)2. Ability to guide students to use pertinent historical knowledge, concepts and modes of inquiry to analyze historical and contemporary developments and to make informed judgments concerning pivotal events, recurring dilemmas and persistent issues.

(1)(b) **Political science.** Prior to program completion, prospective teachers of general social studies shall demonstrate:

(1)(b)1. Knowledge of:

290-3-3-.20 (1)(b)1.(i) The purposes of government and how its powers are acquired, used, and justified.

290-3-3-.20 (1)(b)1.(ii) American federal, state, and local governments; domestic and international issues facing the United States and governments of other nations.

290-3-3-.20 (1)(b)1.(iii) The meaning, origins, and continuing influences of key ideas of the democratic republican form of government such as individual human dignity, liberty, justice, equality, general welfare, domestic peace and the rule of law.

290-3-3-.20 (1)(b)1.(iv) Citizen rights and responsibilities and how to facilitate discussion and participation consistent with the ideals of citizenship in a democratic republic.

(1)(b)2. Ability to:

290-3-3-.20 (1)(b)2.(i) Use pertinent political science knowledge, concepts, and modes of inquiry in the examination of persistent issues and social problems in the US and internationally.

290-3-3-.20 (1)(b)2.(ii) Apply knowledge of the democratic, republican form of government to civic deliberation about selected public issues.

(1)(c) **Geography.** Prior to program completion, prospective teachers of general social studies shall demonstrate:

(1)(c)1. Knowledge of:

290-3-3-.20 (1)(c)1.(i) The five basic themes of geography (location, place, movement, regions, and human-environment interaction,) in the shaping of the State, the United States, and other Western and non-Western cultures and societies.

290-3-3-.20 (1)(c)1.(ii) How to use geographic knowledge to examine, interpret, and analyze interactions between human beings and their physical environments such as describing and assessing ways historical events have been influenced by physical and human geographic features.

290-3-3-.20 (1)(c)2. Ability to use pertinent geographical knowledge, concepts, and modes of inquiry to examine, interpret, analyze, and evaluate historical and contemporary events and societal issues.

(1)(d) **Economics.** Prior to program completion, prospective teachers of general social studies shall demonstrate:

290-3-3-.20 (1)(d)1. Knowledge of key economic concepts, principles, and reasoning necessary to evaluate historical and contemporary social developments and issues in the United States and the world.

290-3-3-.20 (1)(d)2. Ability to use pertinent economics knowledge, concepts, and modes of inquiry to analyze and evaluate historical and contemporary public issues.

## 290-3-3-.22 History

(1) **Program Curriculum.**

(1)(a) Knowledge of:

290-3-3-.22 (1)(a)1. How historians study history.

290-3-3-.22 (1)(a)2. The history and values of diverse civilizations throughout the world, including those of the West, and in comparisons of patterns of continuity and change in different parts of the world.

290-3-3-.22 (1)(a)3.	The historical content in United States history as a way to ask large and searching questions that compare patterns of continuity and change in the history and values of the many people who have contributed to the development of the continent of North America.
290-3-3-.22 (1)(a)4.	Historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.
<b>(1)(b)</b>	<u>Ability to:</u>
290-3-3-.22 (1)(b)1.	Utilize chronological thinking to distinguish between past, present, and future time.
290-3-3-.22 (1)(b)2.	Place historical narratives in the proper chronological framework.
290-3-3-.22 (1)(b)3.	Interpret data presented in time lines.
290-3-3-.22 (1)(b)4.	Compare alternative models for periodization.
290-3-3-.22 (1)(b)5.	Reconstruct the literal meaning of a historical passage.
290-3-3-.22 (1)(b)6.	Identify the central questions addressed in a historical narrative.
290-3-3-.22 (1)(b)7.	Draw upon data in historical maps, charts, and graphic organizers.
290-3-3-.22 (1)(b)8.	Draw upon visual, literary, and/or musical sources.
290-3-3-.22 (1)(b)9.	Use of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past.
290-3-3-.22 (1)(b)10.	Use historical research capabilities to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations.
290-3-3-.22 (1)(b)11.	Identify issues and problems in the past, recognize factors contributing to such problems identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision.

UNIVERSITY OF NORTH ALABAMA  
COLLEGE OF EDUCATION

**CONCEPTUAL FRAMEWORK**

*“Engaging Learners,  
Inspiring Leaders,  
Transforming Lives”*



**STUDENT LEARNING OUTCOMES FOR SOCIAL SCIENCE/SECONDARY EDUCATION MAJORS:**

- Knowledge of key concepts, generalizations, and methods of inquiry appropriate to the study of the target social science. Assessment: PRAXIS II: Social Studies: Content Knowledge (Test Code 0081).
- Ability to interrelate social science concepts and teach the target social science from an interdisciplinary perspective. Assessment: PRAXIS II: Social Studies: Content Knowledge (Test Code 0081).
- Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching fields as defined in the Alabama courses of study for those teaching fields. Assessment: PRAXIS II: Social Studies: Content Knowledge (Test Code 0081).
- This course meets the College of Education's Conceptual Framework goal for professionalism (CF1).

**STUDENT LEARNING OUTCOMES FOR HISTORY/SECONDARY EDUCATION MAJORS:**

- Knowledge of key concepts, generalizations, and methods of inquiry appropriate to the study of the target social science. Assessment: PRAXIS II: Social Studies: Content Knowledge (Test Code 0081).
- Ability to interrelate social science concepts and teach the target social science from an interdisciplinary perspective. Assessment: PRAXIS II: Social Studies: Content Knowledge (Test Code 0081).
- Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching fields as defined in the Alabama courses of study for those teaching fields. Assessment: PRAXIS II: Social Studies: Content Knowledge (Test Code 0081).
- This course meets the College of Education's Conceptual Framework goal for professionalism (CF1).