Course Description

Teaching is a thinking practice and therefore we will put thinking in the center of our work together – students’ thinking in and about history and the social sciences and teachers’ thinking about teaching these disciplines. You have already had experiences as students in history and social science classrooms. But, learning to teach history and the social sciences asks you to reframe those experiences, that is, to reconsider teaching and learning from “the other side of the desk.” Becoming a teacher of history and the social sciences requires you to learn to think like a history and social science teacher; that involves thinking about why you are teaching, who you are teaching, what you will teach, and how you will teach it. Our work together in EDUC 432 is structured to provide you with some tools to help you answer those questions and teach effectively for student understanding.

Though many people underestimate how difficult it is to teach so that others learn - and how difficult it is to learn to teach well - upon entering the UM School of Education, you entered a professional school just like the School of Law, or Medicine, or Dentistry, or Nursing. However, compared to those programs, our professional program has limited time to help you develop your professional skills, understandings, and practices. This is but one of the challenges we face in helping you develop your professional practice. Over the past ten years, many people have worked on improving this course and the professional sequence of courses UM offers for prospective history and social science teachers. This course builds upon that work, and in particular, builds upon your first semester in the program. We will use and reuse ideas, articles, examples, and materials you worked with last semester in the program. Novelty is not the goal. Rather we will revisit ideas to help you develop good habits and skills – and habits only develop through practice. Over the semester, we will consider ways students learn history and the social sciences, the challenges they encounter, and ways teachers might plan and support students in meeting these challenges. Four related teaching problems define our work this term:

- **Defining the field of history and social sciences (or is it social studies?):** What are the social studies? How does learning the disciplines of history and the social sciences contribute to active democratic citizenship?

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1 Secondary History, Social Science, and Literacy Education Work Group consists of Elizabeth Moje, Bob Bain, Lauren McArthu Harris, Deanna Birdyshaw, Darin Stockdill, Tammy Shreiner, Deborah Michaels, Anthony Tuf Francis, Brian Girard, Brett Levy, Kristin Smith, Rohit Setty, Bill Meyers, Paul Perrault, Enid Rosario-Ramos, Michelle Nguyen, Stephen Mucher, Ron Fritz, Mimi Lee,
• **Framing learning of history and social sciences in secondary schools:** What does it mean for adolescents to learn history and the social sciences? What does such learning look like, and as teachers how can we learn to see it? What makes students’ ideas of history and the social sciences similar or different from the ideas of people who are expert in these disciplines? What challenges do learners face? What problems in learning (and teaching) history and the social sciences endure and need continual work? Which problems in learning (and teaching) might be “resolved” quickly?

• **Making learning accessible for all students:** How can developing teachers make history and the social sciences accessible to all students? What research-based and experienced-based practices help teachers manage or meet the problems or dilemmas they face in teaching adolescents in this age of accountability? Given the current educational context, how can teachers generate coherence for their students and themselves? What practices most effectively support students learning? What might teachers do to help students learn to read, analyze and evaluate texts in history and the social sciences? How can we assess student learning and understanding?

• **Navigating the challenges of teaching in secondary schools:** What are the “problems” and challenges teaching in secondary schools? How might beginning teachers meet those challenges? How to create coherence from state objectives?

**COURSE GOALS**

**Enduring Understandings**

• Social studies, as reflected in history and social science courses, can contribute to democratic citizenship by developing students’ historical and civic knowledge, and fostering citizenship practices essential for democracy, such as deliberation, perspective taking and using evidence to reason toward a conclusion.

• Historians and social scientists have developed unique and distinctive ways of knowing the world as demonstrated by the distinctive concepts they use to organize and provide meaning, and by the methods they have developed to build and test arguments, cases and theories. For teachers, understanding the structure of the content they teach is a vital element in instruction. In short, disciplines have distinctive literacy practices and teachers are more effective when they understand and use these practices in teaching.

• Students are not blank slates, but rather have their own ideas and theories about the social world - past and present. These “pre-instructional theories” may shape what students learn and how they understand the content. Teachers, therefore, must learn to see and use all students’ prior understanding.

• By understanding the content they teach and being able to probe their students’ thinking, teachers can construct a learning environment that maximizes students’ understanding.
disciplines literacy is essential in gaining a deeper understanding of history and the social sciences. In short, every lesson is also a literacy lesson with teachers helping students to learn to use and produce ever more sophisticated texts.

Effective and coherent history and social science teaching uses big ideas to organize and enact instruction; selects and designs relevant texts to use as evidence; designs activities and assessments to allow students to make warranted conclusions that they can support, analyze and justify. Coherent instruction requires connecting activities to lessons to units to courses to programs of study. And any and all can be controversial, challenge students (and communities') traditional beliefs and practices, and is open for discussion and disagreement.

Objectives

At the end of the second semester, intern teachers will be able to perform the following high-leverage practice or instructional competencies:

- Teach with core content using "big ideas" and concepts. This includes:
  - Posing problems and questions about content
  - Selecting and using representations of content (examples and models)
  - Engaging students in disciplinary work
  - Building instruction and objectives around core content, big ideas, and intellectual problems
  - Having students use content in making historical/social science arguments, narratives, explanations

- Teach with and about texts. This includes:
  - Choosing, appraising, and modifying texts, and materials for a specific learning goal
  - Teaching students how to read and write texts
  - Using classroom strategies for teaching with and about texts

- Design tasks/assessments for students. This includes:
  - Composing, selecting, adapting homework, quizzes, tests, and other methods of assessing student learning of a chunk of instruction
  - Selecting practice opportunities
  - Designing formative/informal assessments.
  - Selecting and using specific methods to assess students’ learning on an ongoing basis within and between lessons
  - Use unit goals and objectives to design and check questions, tasks, essays, etc. on assessments
  - Having students use content in making historical/social science arguments, narratives, explanation (have Teaching Interns design assessments that require their students to construct disciplinary knowledge rather than reproduce it).

- Probe and use student thinking before, during and after instruction. This includes:
Using formative, summative, formal and informal assessment to probe/ surface student thinking
Recognizing and identifying common patterns of student thinking in a content domain
Identifying and implementing an instructional strategy or intervention in response to common patterns of student thinking
Providing specific feedback (on strategy/effort) to students in action
Providing feedback to students on paper

- Organize and enact whole class and group instruction. This includes:
  - Leading whole group discussions around concepts and key ideas
  - Leading whole group discussion around a controversial issue
  - Working with individual students to elicit, probe, and develop their thinking about content
  - Setting up and managing small-group work

- Sequence instruction for coherence and building student performance. This includes:
  - Designing a sequence of lessons on a core topic
  - Enacting a sequence of lessons on a core topic
  - Unit plan sequence

- Preparing and teaching lessons for diverse learners
  - Increasingly able to identify and integrate more strategies to increase achievement
  - Enact two versions in concept lesson to meet different learner needs
  - Reflection shows in-time and post-time modification to fit needs of majority and minority of learners;
  - Addressing needs of diverse learners in assessment

- Establish and maintain productive instructional routines. This includes:
  - Establishing norms and routines for classroom discourse and work that are central to the content
  - Employ effective “general” routines or lesson regimes
  - Employ effective routines or lesson regimes to meet specific instructional/ and learning goals (e.g. use concept, hook/elicit conjectures, use evidence, link student conjectures to content (evidence), make arguments, take perspective, etc.

Competency 9: Professionalism

**Course Readings**

There are four required texts for this course:


Teaching Argument Writing to Diverse Learners in the Common Core Classroom, Grades 6-12. New York, NY: Teachers College Press.


All other course readings can be found on Ctools. Some key course readings will be from the books listed below. Although you are not required to purchase these books, you may find them useful as reference materials for your career.


Course Assignments

Below are brief descriptions of the major class assignments. Detailed assignment instructions will be distributed and reviewed in class. I prefer all work to be turned in electronically (MS Word format) on Ctools. Assignments will be returned electronically with “mark-up” comments.

Starter Unit Plan (SUP) (30%)
In addition to your field-aligned assignments, your other major assignment this semester will ask you to prepare a starter unit plan. This unit plan assignment is included in 432 in order to give you experience with a task similar to what will be expected of you during the student teaching semester. In a sense, your unit plan is your final assignment before you enter student teaching. You will be expected to draw upon all of your educational coursework to create a two week plan on a topic of your choice within one of the following social science disciplines: US History, World History, Economics, and Civics and Government.

You will work on this assignment in a small group, however some of the portions will be completed individually. You will be given portions of course and seminar time to support your work on this assignment, but much of the work will need to be organized outside of class. Drafts of various portions of the SUP will be submitted at different times throughout the semester (please see syllabus for various deadlines). The final draft of the SUP will be due Wednesday, December 17th, 9:00 am
Concept Formation Lesson (15%)
During this semester, you will plan and teach a one- or two-day concept formation lesson in your field placement and then analyze your teaching, integrating feedback you received from your mentor teacher and/or your field instructor. BEFORE you teach, however, you need to consult your mentor teacher and either your course or field instructor with your lesson plan (you will need to show a rough draft and revise accordingly, if applicable). Your final product will include a description of an initial lesson plan, revised lesson plan, any sources used (including powerpoint) and reflection on the teaching experience. The lesson plan portion of this assignment is due no later than November 24\textsuperscript{th}. However, those that might be teaching before November 24\textsuperscript{th} will need to submit their lesson plan prior to teaching. Make sure to turn in your lesson plan to your mentor, course and/or field instructor at least four days before you are to teach this lesson as to allow sufficient time for feedback and revisions, if necessary. The reflection portion of this assignment is due no later than December 8\textsuperscript{th}.

Assessment Development (15%)
For one of the units taught by your mentor teacher in your field placement, you will create and potentially implement a series of assessments (test, quiz, performance assessment, etc.) to assess student learning on unit learning objectives. Your final product will include unit learning objectives, the assessments (including directions and grading rubrics, if applicable) and a reflection based upon feedback provided by your mentor teacher. This assignment is due November 17\textsuperscript{th}.

Microteaching (15%)
At several points in the semester, you will be planning and enacting ‘mini’ lessons to be taught to small groups of your classmates. These microteaching opportunities will allow you to practice some of the ideas presented in this course, while also providing you an opportunity to receive feedback on your teaching from your peers. Please be prepared with an elaborated lesson plan for every microteaching lesson you will teach. You will upload this lesson plan to Ctools before class begins on each of these sessions.

Teaching Journal (15%)
Organizing notes and resources for teaching is good practice and enables you to make use of your thoughts, frustrations, and questions for meaningful reflection and growth. To help achieve this, you will be writing a reading response entry nearly every week based on your experiences in this class, in the field, as well as your reflections on the week's readings. Each reading response will vary in terms of format from week to week. In addition, informal in-and out-of-class writings and assignments will be placed in this electronic ‘journal’. I will collect these journals at several points throughout the semester.

Class Participation and Meaningful Preparation (10%)
You are expected to attend every class and come prepared to participate. While this aspect of responsibility is important for what it signals in terms of professionalism (see below), as students of education you are aware that participation and preparation have further, more important implications for a learner's development. Much of our learning will take place through interactions in class. Therefore, participating in quick writes and other informal writing exercises will help better prepare you for such interactions. Further, by engaging with each
other in discussions, explanations, critiques, and clarifications we contribute to our own and each other's understandings. The richness of this learning community is something to which we all have the responsibility to contribute; all of your interactions in class should be responsible, timely, thoughtful, and respectful. Participation is not limited to how often you talk or raise questions in class, it also reflects the thoughtfulness of your contributions, as well as being an active listener – tuned in and respectful of others’ comments and questions. Excessive use of cell phones or laptops during class for entertainment purposes can affect your grade in this area. Meaningful class participation is an important aspect of your final grade.

Professionalism

Because this is a professional school, expectations for this course may be slightly different from what you have encountered in other courses. For example, attendance is not optional. We will treat class and days in the field as if it were your job. Excessive absences or tardies will result in the lowering of the final grade. In case of an emergency, please notify me as soon as possible. As an instructor, I have the right to ask for proper documentation if deemed necessary. We will discuss other features and expectations of professional behavior throughout the semester.

Written work: Teachers are often judged by the quality of their communication. Please check spelling and grammar in all written work. In addition, I encourage you to get in the habit of having someone else read your final drafts.

Plagiarism: Teachers are always on the lookout for good teaching ideas, resources and materials. I encourage you to scour the library, the web, and the files of veteran teachers for useful materials, ideas, and lessons. Once you earn a teaching position, policies about giving credit to sources are less stringent than they are in typical academic settings. However, this course is in an academic setting where you must give proper attribution when you use the ideas or words of others. Therefore, you must cite your sources and use appropriate methods to quote the language of others. If you have any questions or are uncertain about plagiarism issues, please ask, or visit the University of Michigan's site on academic integrity:
http://www.lib.umich.edu/acadintegrity/students index.htm.
Plagiarism issues in the past have resulted in no credit for the entire course.

Grading Scale

The final course grade will be determined as follows:

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\begin{align*}
98.5 - 100 &= A+ \\
93.5 - 98.4 &= A \\
89.5 - 93.4 &= A- \\
87.5 - 89.4 &= B+ \\
83.5 - 87.4 &= B \\
79.5 - 83.4 &= B- \\
77.5 - 79.4 &= C+ \\
73.5 - 77.4 &= C \\
69.5 - 73.4 &= C- \\
67.5 - 69.4 &= D+ \\
63.5 - 67.4 &= D \\
59.5 - 63.4 &= D-
\end{align*}
\]

*EDU 432 requires a grade of C or higher to ensure a student progresses in certification

Late Work and Resubmissions

There are many hard and fast deadlines when teaching. For example, you must turn in your
grades when grades are due. In this course, activities and assignments are designed to build upon each other and to enable me to provide you with timely feedback. Therefore, I will penalize late submissions one whole letter grade for each day the assignment is late. Further, the instructor reserves the right to ask a student to resubmit assignments until they meet an appropriate professional standard.

A Final Personal Comment

If you are having difficulties of any sort in this course—with presentations, discussions, reading, writing, classmates, or the instructor—I encourage you to meet with me to discuss your concerns. If you have special needs for which accommodations may be needed, please inform me as soon as possible. I am working to make this the best learning experience possible and am always open to constructive suggestions and feedback. It is also helpful to provide me with feedback on what is working. Making this a challenging, productive, and successful learning experience for you is my fundamental goal and I need your input and perspective to achieve this.
**TENTATIVE COURSE SCHEDULE**  (Subject to modification)
All assignments are to be posted on Ctools prior to the start of class the day they are due (unless otherwise specified). Other than required texts, all readings can be found on Ctools.

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Class Focus</th>
<th>Readings Due</th>
<th>Assignments Due (9 AM Monday, unless otherwise noted)</th>
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</thead>
<tbody>
<tr>
<td>Sept. 8th</td>
<td>Why teach history and the social studies?</td>
<td>• Lemov: skim introduction, read Chapter 1</td>
<td>• Industrial Revolution lesson plan due</td>
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<td>What is “good” social studies teaching?</td>
<td>• Education for Democracy (pdf)</td>
<td>• Teaching Journal entry 2</td>
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<td>• Bring course calendar to class</td>
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<td>Class 2</td>
<td>How do we help students make sense of history and the social sciences?</td>
<td>• Bain, “They Thought the World was Flat” (pdf)</td>
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<td>Sept. 15th</td>
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<td>• Wiggins and Mctighe, “What is Backward Design?” (pdf)</td>
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<td></td>
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<td>• Monte-Sano, La Paz &amp; Felton, Chapters 1 and 2</td>
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<td>Class 3</td>
<td>What are teaching problems?</td>
<td>• Caron, “Using Central Questions” (pdf)</td>
<td>• Teaching Journal entry 3</td>
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<td>Sept. 22nd</td>
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<td>• Wiggins and Mctighe: Chapter 1</td>
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<td>*Guest speaker: Professor Bain</td>
<td>• Willingham: Read Chapter 1 and skim Chapter 9</td>
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<td>• Lemov; Technique 6</td>
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| Class 4  | Sept. 29th | How do we set meaningful instructional goals? | Wiggins and McTighe: Chapter 6  
Wiggins, “The Futility of Teaching Everything” (pdf)  
Lemov: Techniques 7, 8 and 10  
Peruse the state social studies standards for your content area (pdf) and the Common Core standards (pdf pp.60-66) | Teaching Journal entry 4  
SUP: Elements 4 and 5 (Submit individually) |
|----------|-----------|-----------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Class 5  | Oct. 6th  | How do we set meaningful instructional goals (continued)?  
How do we ‘hook’ students into instructional problems? | Lemov; Chapter 2  
Willingham; Chapters 2 and 3  
Monte-Sano, La Paz and Felton, Chapter 3 | Teaching journal entry 5  
Hooking microteaching lesson |
| Fall Break, No Class | | | | |
| Class 6  | Oct. 20th | How do we teach with concepts? | Willingham; Chapters 4 and 6  
Waugh and Gronlund; Chapters 1 and 2 | Teaching Journal entry 6  
SUP: Element 6 and 7 due (Submit as a group) |
| Class 7  | Oct. 27th | How do we know if students are learning?  
What evidence can we gather to see if students are learning? | Waugh and Gronlund: Chapters 3, 5, 6, and 7 | Concept formation microteach  
Teaching journal entry 7 |
<table>
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<tr>
<th>Class Focus</th>
<th>Readings Due</th>
<th>Assignments Due (9 AM Monday, unless otherwise noted)</th>
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<tbody>
<tr>
<td>Class 8 Nov. 3rd</td>
<td>How do we know if students are learning? (continued)</td>
<td>• Teaching journal entry 8</td>
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<td>What evidence can we gather to see if students are learning? (continued)</td>
<td>• Planning and Teaching in the Field Lesson Plan due</td>
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<td>November 5th</td>
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<td>Class 9 Nov. 10th</td>
<td>How can we as teachers support students’ learning of the disciplines using</td>
<td>• Teaching Journal entry 9</td>
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<td>conceptual tools?</td>
<td>• Planning and Teaching in the Field Revised Lesson</td>
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<td>How can we use and create texts in the classroom?</td>
<td>Plan due November 14th</td>
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<td>Class 10 Nov. 17th</td>
<td>How do we generate and lead discussions in history and social science issues</td>
<td>• Teaching Journal entry 10</td>
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<td>classrooms?</td>
<td>• Assessment Assignment Due November 19th</td>
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<td>How do we handle controversy in the classroom</td>
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<td>Class 11 Nov. 24th</td>
<td>What challenges do students face in learning history and the social sciences?</td>
<td>• Teaching Journal entry 11</td>
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<td>How can we design instruction to support them?</td>
<td>• SUP: Element 8 due (Submit as a group)</td>
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<td>Mattox House- 9:00-10:30 am</td>
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<td>Class 12</td>
<td>Class Focus</td>
<td>Readings Due</td>
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<td>Dec. 1st</td>
<td>What challenges do students face in learning history and the social sciences? How can we design instruction to support them? (continued)</td>
<td>• Lee (pdf)</td>
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<td>• Others readings TBD</td>
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<tr>
<td>Class 13</td>
<td>Putting it all together: Where do we go from here?</td>
<td>Readings TBD</td>
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<td>Dec. 8th</td>
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**Starter Unit Plans Due:**
Wednesday, December 17th, 9:00 am