

PLANNING to TEACH:
NCSS THEMATIC TEACHING UNIT PLAN

PROJECT REQUIREMENTS

This is the **Key Assignment** in EDS 601; it aligns with **INTASC Standard 7 (CSI GOAL 1-B) and INTASC STANDARD 1 and 3 (CSI GOAL 2-B)**

Select a Unit from the Curriculum Map you developed for EDS 615, and prepare FIVE complete lesson plans organized to represent a *teaching unit*, which covers essential concepts, skills, dispositions and content goals from the mandated core curriculum.

In deciding “What Knowledge is Worthwhile” to include in the teaching unit, you will have the opportunity to demonstrate that you can explain, can interpret, can apply, have perspective, can empathize and have self-knowledge (in other words, that you have developed a working understanding) of the mission, the curriculum, and the pedagogy of The Social Studies.

The project contains the following components:

(Also refer to Appendix B in Dennyson for further insights into the components.)

A. FOUNDATIONAL COMPONENTS

1. Title and Table of Contents Page. This page is the central page from which you work and to which you will link all of your other components.
2. The content rationale and learning objectives for the **course** in which the unit is to be included.
3. The student syllabus for the **course** in which the unit is to be included.
4. The **content** rationale for the **teaching unit**. This is one-page in length, and provides justification of your content decisions: why the content you chose for the unit needs to be taught; why it is an important topic for students and teachers; and what are the central content issues/debates/dilemmas that you believe you will confront during the teaching of the unit. The content goals are the **information knowledge objectives** for the unit.
5. **The instructional** rationale for the **teaching unit**. This is one page in length, and explains the conception of the work and the **overall aims of instruction** for the five lessons. **Unit objectives** should reflect the title of the unit, as well as those subject matter elements (facts, concepts, generalizations), that are strongly emphasized throughout the unit. Define the instructional goals as the **procedural knowledge, basic skills/social studies skills knowledge, and dispositional knowledge objectives**. **Identify the COMMON CORE objectives and discuss how they will be**

met in the unit; discuss the way that the unit ensures that students with special needs (of all levels) are accommodated.

6. Student Overview. Prepare a paragraph for your intended students (work with the group you developed in the “Build A Class” activity) in which, you motivate student interest and announce the purpose of the unit, a brief synthesis of content you will cover, the activities that the students will complete, and the performance tasks that they will be assigned.

7. The developed **detailed daily** map for the unit that includes the topic, the NCSS themes, essential questions, **general** student tasks, and the **specific** assessment instrument for each day. Organize the time for the unit in such a way that the five lessons will be covered in a time frame of not less than 7 and not more than 12 school days. Design lesson ONE and lesson FIVE as procedural lessons for the purpose of opening and closing the unit; design Lessons TWO, through FOUR as instructional lessons.

B. THE FIVE LESSON PLANS

Develop the FIVE **consecutive/progressive** lesson plans. Use **the Lesson Plan format that appears in the *Lesson Plan Format* file in the Information folder on Blackboard.** Design at least TWO lessons to cover a double period (100-110 minutes), and the remaining lessons to cover a single period (50-55 minutes). However, if you choose to, you may design all the lessons as extended double period plans with the option to have one lesson to run to three periods. **Each** of the lessons must demonstrate, in their overall content and process, **TWO different NCSS themes**, at the appropriate level of difficulty for the grade you chose.

- When considered in its entirety, the unit must incorporate/address all the ten NCSS themes **with no theme duplicated.** Although the individual lessons will undoubtedly address/integrate several NCSS themes, each lesson **must consciously focus on one specific NCSS theme.**
- The overall project must demonstrate your knowledge of diverse and multiple instructional planning strategies by developing **each lesson** through the use of a **different strategy**, approach, methodology, and assessment technique. The lessons need to include a variety of Social Studies skill and attitude development objectives, as outlined on pages 12 to 18 of the *Resource Guide with Core Curriculum Document.*
- Include the use of the World Wide Web, primary and secondary sources, various discipline processes (such as: Historical Thinking, Oral History, Geographic Skills, Political Science

Theory, etc.), both in your instructional sequence for the lessons and in your expectations of student work connected to each lesson.

- While you need to write a lesson that concludes the unit, you are not to include a final day that is entirely unit review or assessment.

C. ASSESSMENT PLAN and RELATED ASSESSMENT INSTRUMENTS

Develop a **progressive** assessment plan that demonstrates how you scaffold student understanding. Identify the **general** strategies that you will use to 1) measure student readiness for instruction (pretest), 2) indicate the teaching effectiveness midway into the unit (in-progress indicators), and 3) verify that unit and lesson objectives have been attained (summative measure) according to some reasonable standard of achievement. The assessment plan should contain a variety of means of measuring effective instruction. The plan will be fleshed out in the individual lesson plans that will contain the specific assessment tasks and rubrics.

D. SUPPLEMENTAL MATERIALS

All materials that are used to teach your lessons must be included in your final unit submission, with the exception of actual books and audio and video resources; but even with these, you must note the pages used/scenes and tracks selected (APA format) and include a brief description/annotation. All items that can be original work should be original work; this especially includes concept organizers, assessment instruments, paper assignments, Power Points, etc, but does not go so far as primary sources, images or maps.

The unit should not be standard classroom textbook centered, but contain information from many valuable and related sources, including supplemental instructional material, monographic books, and journals.

E. INSTRUCTIONAL BULLETIN BOARD

Sketch or lay out an instructional bulletin board that can be used with the unit, such as in illustrating a concept a skill, or attitude for the opening or closing activity for a specific instructional lesson. (See Dennyson page 483)

LOGISTICS

Submit a hard copy of the project to the instructor on the date indicated in the syllabus and also post a copy to the Blackboard® Discussion Forum and to Tk20.

***NCSS Program Standards for the Initial Preparation of Social Studies Teachers
Rubric***

NCSS Theme I: *Culture and Cultural Diversity* Lesson Plan

NCSS Standards for Theme I:

- enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns;
- guide learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;
- assist learners to apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;
- encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- enable learners to give examples and describe the importance of cultural unity and diversity within and across groups;
- have learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
- guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues;
- have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

Evidence of Candidate's Content Knowledge of the Culture and Cultural Diversity Thematic Standard:

Level 1 Unacceptable (0 points)

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

Level 2 Developing (2 points)

Candidate demonstrates limited knowledge of culture and cultural diversity.

Level 3 Proficient (3 points)

Candidate Demonstrates adequate knowledge of culture and cultural diversity.

Level 4 Excellent (4 points)

Candidate demonstrates extensive knowledge of culture and cultural diversity

Evidence of Candidate's Pedagogic Knowledge of Culture and Cultural Diversity in Planning for Instruction

Level 1 Unacceptable

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

Level 2 Developing

Candidate demonstrates emergent skill in designing developmentally appropriate learning experiences that guide learners in the study of culture and cultural diversity.

Level 3 Proficient

Candidate adequately designs developmentally appropriately learning experiences that allow students to know, comprehend, and apply concepts of culture and cultural diversity.

Level 4 Excellent

Candidate effectively designs developmentally appropriate learning experiences that extends learning for students to allow for analysis, synthesis, and evaluation of culture and cultural diver

NCSS Theme II: Time, Continuity, and Change Lesson Plan

NCSS Standards for Theme II:

- assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;
- help learners apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;
- enable learners to identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions;
- guide learners as they systematically employ processes of critical historical inquiry to reconstruct and interpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;
- provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment; enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

Evidence of Candidate's Content Knowledge of the Time Continuity and Change Thematic Standard:

Level 1 Unacceptable (0 points)

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

Level 2 Developing (2 points)

Candidate demonstrates limited knowledge of *Time Continuity and Change*.

Level 3 Proficient (3 points)

Candidate Demonstrates adequate knowledge of *Time Continuity and Change*

Level 4 Excellent (4 points)

Candidate demonstrates extensive knowledge of *Time Continuity and Change*

Evidence of Candidate's Pedagogic Knowledge of Time Continuity and Change in Planning for Instruction

Level 1 Unacceptable

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

Level 2 Developing

Candidate demonstrates emergent skill in designing developmentally appropriate learning experiences that guide learners in the study of *Time Continuity and Change*.

Level 3 Proficient

Candidate adequately designs developmentally appropriately learning experiences that allow students to know, comprehend, and apply concepts of *Time Continuity and Change*.

Level 4 Excellent

Candidate effectively designs developmentally appropriate learning experiences that extends learning for students to allow for analysis, synthesis, and evaluation of *Time Continuity and Change*.

NCSS Theme III: People, Places and Environment Lesson Plan

NCSS Standards for Theme III:

- enable learners to construct, use, and refine mental maps of locales, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape;
- have learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes, and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information;
- teach learners to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns;
- help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources;
- challenge learners to speculate about and explain physical system changes, such as seasons, climate, and weather;
- help learners describe how people create places that reflect culture, human needs, current values and ideals, and government policies;
- challenge learners to examine, interpret, and analyze the interactions of human beings and their physical environments;
- have learners explore the ways Earth's physical features have changed over time; and describe and assess the ways historical events have influenced and have been influenced by physical and human geographic features;
- provide learners with opportunities to observe and analyze social and economic effects of environmental changes and crises;
- challenge learners to consider, compare, and evaluate existing alternative uses of resources and land in communities, regions, nations, and the world.

Evidence of Candidate's Content Knowledge of the People, Places and Environment Thematic Standard:

Level 1 Unacceptable (0 points)

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

Level 2 Developing (2 points)

Candidate demonstrates limited knowledge of **People, Places and Environment**.

Level 3 Proficient (3 points)

Candidate Demonstrates adequate knowledge of **People, Places and Environment**.

Level 4 Excellent (4 points)

Candidate demonstrates extensive knowledge of **People, Places and Environment**.

Evidence of Candidate's Pedagogic Knowledge of People, Places and Environment in Planning for Instruction

Level 1 Unacceptable

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

Level 2 Developing

Candidate demonstrates emergent skill in designing developmentally appropriate learning experiences that guide learners in the study of **People, Places and Environment**

Level 3 Proficient

Candidate adequately designs developmentally appropriate learning experiences that allow students to know, comprehend, and apply concepts of **People, Places and Environment**

Level 4 Excellent

Candidate effectively designs developmentally appropriate learning experiences that extends learning for students to allow for analysis, synthesis, and evaluation of **People, Places and Environment**

NCSS Theme IV: Individual Development and Identity Lesson Plan

NCSS Standards for Theme IV:

- assist learners in articulating personal connections to time, place, and social/cultural systems;
- help learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- assist learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- have learners apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;
- guide learners as they examine the interactions of ethnic, national, or cultural influences in specific situations or events;
- enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
- have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;
- assist learners as they work independently and cooperatively within groups and institutions to accomplish goals;
- enable learners to examine factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in contemporary society.

Evidence of Candidate's Content Knowledge of the Individual Development and Identity Thematic Standard:

Level 1 Unacceptable (0 points)

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

Level 2 Developing (2 points)

Candidate demonstrates limited knowledge of **Individual Development and Identity**.

Level 3 Proficient (3 points)

Candidate Demonstrates adequate knowledge of **Individual Development and Identity**.

Level 4 Excellent (4 points)

Candidate demonstrates extensive knowledge of **Individual Development and Identity**.

Evidence of Candidate's Pedagogic Knowledge of Individual Development and Identity in Planning for Instruction

Level 1 Unacceptable

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

Level 2 Developing

Candidate demonstrates emergent skill in designing developmentally appropriate learning experiences that guide learners in the study of **Individual Development and Identity**.

☞ Level 3 Proficient

Candidate adequately designs developmentally appropriate learning experiences that allow students to know, comprehend, and apply concepts of **Individual Development and Identity**.

☞ Level 4 Excellent

Candidate effectively designs developmentally appropriate learning experiences that extends learning for students to allow for analysis, synthesis, and evaluation of **Individual Development and Identity**.

NCSS Theme V: Individuals, Groups, and Institutions Lesson Plan

NCSS Standards for Theme V

- help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society;
- help learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- explain to learners the various forms institutions take, and explain how they develop and change over time;
- assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
- enable learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- challenge learners to evaluate the role of institutions in furthering both continuity and change;
- guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
- assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent social issues and problems.

Evidence of Candidate's Content Knowledge of the Individuals, Groups, and Institutions Thematic Standard:

☞ Level 1 Unacceptable (0 points)

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

☞ Level 2 Developing (2 points)

Candidate demonstrates limited knowledge of **Individuals, Groups, and Institutions**.

☞ Level 3 Proficient (3 points)

Candidate Demonstrates adequate knowledge of **Individuals, Groups, and Institutions**.

☞ Level 4 Excellent (4 points)

Candidate demonstrates extensive knowledge of **Individuals, Groups, and Institutions**.

Evidence of Candidate's Pedagogic Knowledge of Individuals, Groups, and Institutions in Planning for Instruction

☞ Level 1 Unacceptable

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

☞ Level 2 Developing

Candidate demonstrates emergent skill in designing developmentally appropriate learning experiences that guide learners in the study of **Individuals, Groups, and Institutions**.

Level 3 Proficient

Candidate adequately designs developmentally appropriate learning experiences that allow students to know, comprehend, and apply concepts **Individuals, Groups, and Institutions**.

Level 4 Excellent

Candidate effectively designs developmentally appropriate learning experiences that extends learning for students to allow for analysis, synthesis, and evaluation of **Individuals, Groups, and Institutions**.

NCSS Theme VI: Power, Authority, and Governance Lesson Plan

NCSS Standards for Theme VI:

- enable learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation;
- help students to understand the purpose of government and how its powers are acquired, used, and justified;
- provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;
- enable learners to describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;
- have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- help learners to analyze and explain governmental mechanisms to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security;
- have learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government;
- challenge learners to apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;
- guide learners to explain how governments attempt to achieve their stated ideals at home and abroad.

Evidence of Candidate's Content Knowledge of the Power, Authority, and Governance Thematic Standard:

Level 1 Unacceptable (0 points)

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

Level 2 Developing (2 points)

Candidate demonstrates limited knowledge of **Power, Authority, and Governance**.

Level 3 Proficient (3 points)

Candidate Demonstrates adequate knowledge of **Power, Authority, and Governance**.

Level 4 Excellent (4 points)

Candidate demonstrates extensive knowledge of **Power, Authority, and Governance**.

Evidence of Candidate's Pedagogic Knowledge of Power, Authority, and Governance in Planning for Instruction

Level 1 Unacceptable

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

Level 2 Developing

Candidate demonstrates emergent skill in designing developmentally appropriate learning experiences that guide learners in the study of **Power, Authority, and Governance**.

Level 3 Proficient

Candidate adequately designs developmentally appropriate learning experiences that allow students to know, comprehend, and apply concepts of **Power, Authority, and Governance**.

Level 4 Excellent

Candidate effectively designs developmentally appropriate learning experiences that extends learning for students to allow for analysis, synthesis, and evaluation of **Power, Authority, and Governance**

NCSS Theme VII: Production, Distribution, and Consumption Lesson Plan

NCSS Standards for Theme VII:

- enable learners to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
- help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
- help learners compare the costs and benefits to society of allocating goods and services through private and public means;
- assist learners to see the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;
- guide learner analysis of the role of specialization and exchange in economic processes;
- provide opportunities for learners to assess how values and beliefs influence economic decisions in different societies;
- have learners compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;
- challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
- enable learners to distinguish between the domestic and global economic systems, and explain how the two interact;
- guide learners in the application of knowledge of production, distribution, and consumption in the analysis of public issues such as the allocation of health care or the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues;
- help learners to distinguish between economics as a field of inquiry and the economy.

Evidence of Candidate's Content Knowledge of the Production, Distribution, and Consumption Thematic Standard:**Level 1 Unacceptable**

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

Level 2 Developing

Candidate demonstrates limited knowledge of **Production, Distribution, and Consumption**.

Level 3 Proficient

Candidate Demonstrates adequate knowledge of **Production, Distribution, and Consumption**.

Level 4 Excellent

Candidate demonstrates extensive knowledge of **Production, Distribution, and Consumption**.

Evidence of Candidate's Pedagogic Knowledge of Production, Distribution, and Consumption in Planning for Instruction**Level 1 Unacceptable (0)**

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

Level 2 Developing

Candidate demonstrates emergent skill in designing developmentally appropriate learning experiences that guide learners in the study of **Production, Distribution, and Consumption**.

Level 3 Proficient

Candidate adequately designs developmentally appropriate learning experiences that allow students to know, comprehend, and apply concepts of **Production, Distribution, and Consumption**.

Level 4 Excellent

Candidate effectively designs developmentally appropriate learning experiences that extends learning for students to allow for analysis, synthesis, and evaluation of **Production, Distribution, and Consumption**.

NCSS Theme VIII: Science Technology, and Society Lesson Plan

NCSS Standards for Theme VIII:

- enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;
- provide opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;
- have learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change;
- prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies;
- help learners to identify and interpret various perspectives about human societies and the physical world using scientific knowledge, technologies, and ethical standards from diverse world cultures;
- encourage learners to formulate strategies and develop policy proposals for influencing public discussions associated with science/technology-society issues.

Evidence of Candidate's Content Knowledge of the Science Technology, and Society Thematic Standard:

Level 1 Unacceptable (0 points)

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

Level 2 Developing (2 points)

Candidate demonstrates limited knowledge of **Science Technology, and Society**.

Level 3 Proficient (3 points)

Candidate Demonstrates adequate knowledge of **Science Technology, and Society**.

Level 4 Excellent (4 points)

Candidate demonstrates extensive knowledge of **Science Technology, and Society**.

Evidence of Candidate's Pedagogic Knowledge of Science Technology, and Society in Planning for Instruction

Level 1 Unacceptable

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

☞ Level 2 Developing

Candidate demonstrates emergent skill in designing developmentally appropriate learning experiences that guide learners in the study of **Science Technology, and Society**.

☞ Level 3 Proficient

Candidate adequately designs developmentally appropriate learning experiences that allow students to know, comprehend, and apply concepts of **Science Technology, and Society**.

☞ Level 4 Excellent

Candidate effectively designs developmentally appropriate learning experiences that extends learning for students to allow for analysis, synthesis, and evaluation of **Science Technology, and Society**.

NCSS Theme IX: Global Connections Lesson Plan

NCSS Standards for Theme IX:

- enable learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community;
- challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality;
- guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;
- have learners analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;
- help learners to describe and evaluate the role of international and multinational organizations in the global arena;
- have learners illustrate how individual behaviors and decisions connect with global systems.

*Evidence of Candidate's Content Knowledge of the Global Connections Thematic Standard:***☞ Level 1 Unacceptable (0 points)**

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

☞ Level 2 Developing (2 points)

Candidate demonstrates limited knowledge of **Global Connections**.

☞ Level 3 Proficient (3 points)

Candidate Demonstrates adequate knowledge of **Global Connections**.

☞ Level 4 Excellent (4 points)

Candidate demonstrates extensive knowledge of **Global Connections**.

*Evidence of Candidate's Pedagogic Knowledge of Global Connections in Planning for Instruction***☞ Level 1 Unacceptable**

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

☞ Level 2 Developing

Candidate demonstrates emergent skill in designing developmentally appropriate learning experiences that guide learners in the study of **Global Connections**.

☞ Level 3 Proficient

Candidate adequately designs developmentally appropriate learning experiences that allow students to know, comprehend, and apply concepts of **Global Connections**.

☞ Level 4 Excellent

Candidate effectively designs developmentally appropriate learning experiences that extends learning for students to allow for analysis, synthesis, and evaluation of **Global Connections**.

NCSS Theme X: Civic Ideals and Practices Lesson Plan

NCSS Standards for Theme X:

- assist learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;
- facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues—identifying, describing, and evaluating multiple points of view;
- provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- help learners to analyze and evaluate the influence of various forms of citizen action on public policy;
- prepare learners to analyze a variety of public policies and issues from the perspective of formal and informal political actors;
- guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;
- encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- support learner efforts to construct policy statements and action plans to achieve goals related to issues of public concern;
- create opportunities for learner participation in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action.

*Evidence of Candidate's **Content Knowledge** of the Civic Ideals and Practices Thematic Standard:***☞ Level 1 Unacceptable (0 points)**

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

☞ Level 2 Developing (2 points)

Candidate demonstrates limited knowledge of **Civic Ideals and Practices**.

☞ Level 3 Proficient (3 points)

Candidate demonstrates adequate knowledge of **Civic Ideals and Practices**.

☞ Level 4 Excellent (4 points)

Candidate demonstrates extensive knowledge of **Civic Ideals and Practices**.

*Evidence of Candidate's **Pedagogic Knowledge** of Civic Ideals and Practices in Planning for Instruction*

Level 1 Unacceptable

In order to be used in the secondary/middle school classroom, the lesson plan needs to be completely re-thought and re-constructed. Individual consultation with instructor is required for detailed analysis of the shortcoming of the submitted lesson.

Level 2 Developing

Candidate demonstrates emergent skill in designing developmentally appropriate learning experiences that guide learners in the study of **Civic Ideals and Practices**.

Level 3 Proficient

Candidate adequately designs developmentally appropriate learning experiences that allow students to know, comprehend, and apply concepts of **Civic Ideals and Practices**.

Level 4 Excellent

Candidate effectively designs developmentally appropriate learning experiences that extends learning for students to allow for analysis, synthesis, and evaluation of **Civic Ideals and Practices**.

INDIVIDUAL SCORING SHEET for KEY ASSIGNMENT

NAME _____

COMPONENT	POSSIBLE SCORE		SCORE EARNED
Title & Table of Contents	Complete/incomplete		
Content Rationale and Learning Objectives for the COURSE	10		
Student Syllabus for the Course	5		
Content Rationale for the Teaching UNIT	10		
Instructional Rationale for the Teaching UNIT	15		
Student Overview	5		
Daily Map	10		
	Content Knowledge/8	Pedagogic Knowledge/8	
Lesson Plan Theme I			
Lesson Plan Theme II			
Lesson Plan Theme III			
Lesson Plan Theme IV			
Lesson Plan Theme V			
Lesson Plan Theme VI			
Lesson Plan Theme VII			
Lesson Plan Theme VIII			
Lesson Plan Theme IX			
Lesson Plan Theme X			
Assessment Plan and Related Assessment Instruments	15		

Supplemental Materials	10	
Bulletin Board	10	

TOTAL POINTS EARNED _____/250 = INDIVIDUAL PROJECT
SCORE: _____/4