

Purdue University
Department of Curriculum and Instruction

EDCI 361(01): *Social Studies in the Elementary School*
Spring 2009

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Office Hours: Fridays, 9-10 am

Meeting Time: Tuesdays and Thursdays, 12:30-2:20 p.m. (includes University class and Theory-Into-Practice observation and participation)

Meeting Places:

- Jan 12-18, Krannert G021
- Jan 19-Mar 8 Battle Ground Elementary School
- Mar 09-15, REC 114
- Mar, 23-29, REC 114
- Mar 30-May 09, Battle Ground Elementary School

Required Reading/Materials:

Obenchain, K. M., & Morris, R. V. (2006). *50 social studies strategies for k-8 classrooms* (2nd Edition). Upper Saddle River, NJ: Merrill Prentice Hall.

Parker, W. (2000). *Social studies in elementary education* (13th Edition). Upper Saddle River, NJ: Merrill/Prentice Hall, Inc.

Readings packet (EDCI 361: Social Studies in the Elementary School) available at CopyMat in Chauncey Hill Mall.

Block III Theory Into Practice Materials. Located on Blackboard Vista.

Freedman, R. (1980). *Immigrant Kids*. New York, NY: Puffin Books. (Available at Von's)

Hesse, K. (1992). *Letters from Rifka*. New York, NY: Puffin Books. (Available at Von's)

Lee, M. (2006). *Landed*. New York, NY: Farrar, Straus, and Giroux. (Available at Von's)

TaskStream software. You must obtain a four year subscription keycode from the Boiler Copy Center in the Union. Once you have the keycode, go to www.taskstream.com and use it to create your account. Help will be available in the BRNG education computer labs, or by emailing support@soe.purdue.edu.

EDCI 361 Course Materials: Can be accessed via the "EDCI 361: C Johnson-FA08" course at BlackBoard:

A teacher affects eternity; one can never tell where the influence stops.
--Henry Brooks, Historian, 1905

Course Description:

This course provides students with an overview of the field of social studies, of selected issues in the field, and of best practice strategies for teaching social studies to young children. Students will work to identify the most important social studies knowledge, skills and dispositions; investigate how students learn most effectively; and then utilize their new understandings to draw conclusions about what constitutes powerful teaching in the social studies. EDCI 361 is taken concurrently with EDCI 362: *Literacy in the Elementary School, I*, and includes a required, field-based, Theory-Into-Practice component in elementary classrooms.

Essential Questions:

Essential questions serve to guide teaching and engage students in uncovering those important ideas at the heart of elementary level social studies. For this course, essential questions include:

- ✓ What is Social Studies?
- ✓ Why teach elementary level social studies?
- ✓ What is powerful social studies teaching and learning?
- ✓ How do we plan powerful social studies teaching and learning?
- ✓ How do I assess in a meaningful manner?
- ✓ How do I teach powerful social studies?

Rationale for the Course:

American public education was developed, in part, to prepare future generations of Americans to take their place as active, thoughtful democratic citizens. Every widely held rationale for social studies education highlights the important role of the social studies in the preparation of these democratic citizens (Barr, Barth, and Shermis, 1977; Engle and Ochoa, 1988; Parker and Jarilomek, 1997). Indeed, the National Council for the Social Studies (1994) has defined the primary purpose of the field as helping "young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (p. 3).

Central to the mission of citizenship education is the development in young students of what Parker and Jarilomek (1997) call "civic efficacy" or "the readiness and willingness to assume citizenship responsibilities (p. 11)." Given this assignment, what are the skills needed by 'good' democratic citizens? What knowledge do democratic citizens need? What dispositions or values should 'good' democratic citizens possess? Engle and Ochoa (1988) argue that, because of the decision-making inherent in democratic societies, successful citizens also need certain intellectual and political skills. As part of this course, students will examine the nature of democratic citizenship, think about how the social studies curriculum fosters this citizenship, and explore some 'best practice' strategies for teaching social studies.

In spite of the important mission of the social studies, it often goes untaught, or "undertaught" in elementary schools. For example, Goodlad (1984) found that elementary school teachers spent an average of less than 20 minutes per day (about 1.5 hours per week) teaching social studies!

Because the development of future democratic citizens is so critical to our democratic, civil society, the aim of this course is to help preservice teachers begin to see how to achieve the broader goals of citizenship education outlined above in their own students. It is likely that new elementary teachers in Indiana will be expected to demonstrate that they are meeting the goals of social studies education (i.e., developing competent democratic citizens). In fact, recent legislation (Public Law 221) will make social studies part of the ISTEP+ state test beginning with 5th grade in 2004. Eventually, social studies will be tested at grades 5, 7, and 9. Thus, the overarching organizing principle of the course is to expose students to a wide range of approaches for developing social studies knowledge, skills and dispositions in elementary students, hopefully ensuring--through democratic citizenship education--the continuation of our democratic traditions and culture.

I touch the future...I teach.

--Christa McAuliffe, Teacher/Astronaut, 1986

Connection to Other Courses in Block III:

EDCI 361 is part of Block III of the Elementary Teacher Education Program. EDCI 361 shares the block with EDCI 362: *Literacy in the Elementary School I*, with each course taken by the same cohort of students. In addition, EDCI 361 and EDCI 362 are connected through common and linked expectations and assignments for the Theory Into Practice (TIP) component of the course (e.g., informal observations of preservice teachers' pedagogy, formal lesson plans/reflection papers, a reflection journal, etc.). Finally, these courses share a commitment to developing reflective practitioners who seek to foster children's intellectual, social, and emotional development.

INTASC Principles:	How Addressed in 361:
1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.	Preservice teachers will be asked to examine their own definitions of democracy and of democratic citizenship through readings and discussions in the early part of the course. Students will use this experience to critique the widely held definition of social studies as citizenship education and to identify the disciplines that the social studies draw from. Preservice teachers will examine state/national curriculum and standards (e.g., Indiana Academic Standards for Social Studies) used to guide and develop instruction in the social studies. Students will examine discipline-based modes of viewing the social world (e.g., 'an economic way of thinking'). Preservice students will combine these experiences when constructing the social studies portion of the integrated unit
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.	Preservice teachers will increase their knowledge of how children view civic society and their (children's) role as "citizen" by reviewing selected research and through various Theory-Into-Practice assignments (e.g., the reflective journal). Preservice students will integrate this knowledge into the

	production of T-I-P lessons as well as the social studies portion of the integrated unit. Students in EDCI 361 will also be exposed to strategies for varying social studies instruction (and assessment) in order to address developmental issues among elementary students.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Preservice teachers will learn about differences in children's development of the concepts of community, culture and citizenship. Students will address these issues by constructing an integrated unit that includes lessons that support children's learning in these areas. Preservice teachers' pre- and post-practicum interviews with mentor teachers will also provide students with knowledge about children's learning and development. Students will be exposed to strategies for varying social studies instruction in order to address issues of diversity among elementary students including the selection and adaptation of materials to meet the individual interests, needs, and learning styles of students including ability-level differences that range from struggling to gifted learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Preservice teachers will learn a variety of appropriate strategies designed to foster children's civic efficacy and to meet the curricular goals and standards of the social studies (e.g., cooperative learning, reflective inquiry). Students will participate in a range of demonstration activities during class and will be expected to select appropriate strategies in the integrated unit and during their T-I-P (e.g., during the mini-lessons and formal lessons)
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	During the T-I-P, preservice teachers will plan and enact instructional experiences that reflect the goal of social studies and sound pedagogy. These lessons should reflect the students' knowledge of motivation and engagement, and individual and collaborative learning. Preservice teachers will reflect on these experiences with their mentor teachers, with their T-I-P teams and with the university instructor.
6. The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Preservice students will develop an understanding of reflective inquiry in the social studies (Beyer, 1971; Dewey, 1933) and develop inquiry lessons based on this model. These lessons will be integrated into both the unit and the student's T-I-P experience. Students will examine several other models of teaching that foster collaboration (e.g., cooperative learning, simulations/role plays). To help facilitate this inquiry process, students will review a variety of instructional media. Students will participate in a short workshop designed to help preservice teachers use the WWW to facilitate inquiry (e.g., using WebQuests, etc.). Students will learn to use the newspaper and current media to foster children's reflection and decision-making. Using the goal of civic efficacy, preservice students will critique a social studies textbook.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	Preservice students will plan an integrated unit, with a significant social studies portion, that employs appropriate subject matter and curriculum goals. Students' units must reflect a knowledge of: civic efficacy, appropriate

	instructional strategies, historical and social science knowledge and state and national content standards, with special emphasis on the suggested curriculum in Indiana Academic Standards for Social Studies. During the T-I-P experience, preservice teachers will teach lessons and reflect on children's learning during and after those lessons. Preservice students will be expected to apply significant subject matter knowledge in the creation of these lessons and of the unit.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	Preservice teachers will be exposed to various evaluation strategies. For example, each of the course assignments has a detailed and appropriate assessment rubric and students will discuss the nature of rubrics. The focus will be on the assessment of observable learning and performance. Preservice teachers' pre- and post-practicum interviews with mentor teachers will also provide knowledge about children's learning and development.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	Reflection is emphasized throughout the course. Students are encouraged to 'think like teachers' in their lesson development and practice. During the T-I-P, preservice teachers will directly interact with mentor teachers and elementary students and thus have the opportunity to teach and then talk about their choices and actions and to reflect on these choices in post reflection papers and discuss what they learned with peers and other educators. In the class, students will examine several community education opportunities, including <i>Project Citizen</i> and service learning projects.
10. The teacher fosters relationships with school colleagues parents, and agencies in the larger community to support students' learning and well-being.	Preservice teachers interact with mentor teachers in elementary schools through formal and informal activities throughout the semester. Students will experience various guest speakers designed to teach about using museum resources (e.g., County Historical Association) and other community education projects (e.g., <i>Project Citizen</i>). Preservice students will also learn how to identify and use guest speakers in the classroom

EDCI 361 Learning Goals:

EDCI 361 seeks:

1. To provide pre-service social studies teachers with opportunities to develop awareness of their role as democratic citizens; to help pre-service teachers develop their own definition of democratic citizenship and corresponding rationale for teaching social studies; and to help pre-service teachers identify curricular opportunities to foster civic efficacy in their students. [Interstate New Teacher Assessment and Support Consortium (INTASC) Principles 1 and 4]

2. To help pre-service social studies teachers understand the various disciplines that comprise the social studies and the content knowledge that stems from these disciplines; and to help pre-service teachers identify the various ways in which these disciplines view the world. [INTASC Principles 1, 7]
3. To provide pre-service social studies teachers with opportunities to experience sound pedagogical techniques, grounded in the disciplines of the social studies, for facilitating the development of civic efficacy in their students, including the development of decision-making skills and the adoption of democratic dispositions. [INTASC Principles 4, 7]
4. To increase pre-service social studies teachers' knowledge and understanding of the ways in which elementary students experience the civic world, both within and outside of school, in a democratic society and of ways in which elementary students can participate in the larger civic society (e.g., service learning, community projects, etc.) [INTASC Principles 2, 5, 9, 10]
5. To increase pre-service social studies teachers' knowledge of state and national curriculum documents in social studies and to help pre-service teachers employ these documents in the development of sound instructional plans. [INTASC Principle 1]
6. To help pre-service social studies teachers gain experience with sound instructional strategies such as: discrepant event inquiry, integration of children's literature in the social studies, concept attainment, multicultural education and the use of current events in social studies instruction. [INTASC Principles 4, 6, 7]
7. To help pre-service social studies teachers develop skills needed to review various instructional materials for validity and appropriate pedagogy including social studies textbooks, World Wide Web sites, and computer-based technologies. [INTASC Principle 6]

Course Requirements and Assignments:

1. *University Classroom Participation (75 pts.)*. Informed participation is expected of all students. The success of this course depends in large part on the amount of sharing, dialogue, and debate that goes on among all of us. Part of any educational experience, and particularly one aimed at professional socialization, involves building a community of active, engaged, reflective participants. To this end, it is expected that you will become full members of our classroom community from the beginning. This means that you will come to each class having done all assigned readings, prepared responses/questions about concepts and issues you found difficult to understand or simply wish to discuss further, and ready for in-class discussions and activities.

Additionally, you should be prepared for the daily Theory Into Practice (TIP) experiences and activities in which your mentor teachers ask you to participate.

Clearly, attendance is critical for your success in the class and TIP. Because the children and teacher with whom you work depend on your presence, the importance of attending every class cannot be overemphasized. For this reason, a strict attendance policy has been established. For every unexcused absence you have, ten points will be deducted from your final point total at the end of the semester. If you are sick or have a personal or family emergency, please notify me as soon as possible. If you do not

contact me and explain the reason for your absence, an unexcused absence will be recorded.

It is important to note that I view education as a profession, with a professional body of knowledge. In this course you will be introduced to the body of knowledge for the social studies. This course will help you develop the tools necessary to become a successful social studies teacher at the elementary level. Please approach the course with this attitude. Always *think* like an educator. Ask yourself "how is what we're doing in this class beneficial to my future students?" Always *act* like an educator. Successful educators go beyond the basic requirements of any task.

In addition, you will be held accountable to the new dispositional indicators developed by the Purdue University's teacher Education Council and based on the Indiana Professional Standards Board's licensing standards:

Purdue University Teacher Education Council Form D-1 Dispositions to Be Assessed

Students will be assessed on the following dispositions:

1. Is sensitive to community and cultural norms, and engages in and supports appropriate professional practices for self and colleagues. (INTASC Principles: 3, 9)
2. Demonstrates a willingness to work with other professionals to improve the overall learning environment for students. (INTASC Principles: 7, 9, 10)
3. Takes responsibility for establishing a positive classroom climate and recognizes the importance of peer relationships in establishing a climate of learning. (INTASC Principles: 3, 5)
4. Respects students as individuals and respects students' privacy and confidentiality of information. (INTASC Principles: 3, 10)
5. Treats all students fairly and equitably, valuing individual differences and experiences. (INTASC Principles: 2, 3, 5, 6, 8, 9)
6. Demonstrates an awareness of all aspects of a child's well-being (cognitive, emotional, social, and physical). (INTASC Principles: 3, 6, 10)
7. Shows commitment to adapting instruction to students' responses, ideas, and needs in order to facilitate the development of students' critical thinking, independent problem solving, and performance capabilities. (INTASC Principles: 1, 4, 5, 9)
8. Demonstrates flexibility and is open to adjustment and revision based on needs and changing circumstances. (INTASC Principles: 1, 4, 7)
9. Exhibits behaviors that show a commitment to planning, reflection, assessment, and learning as on-going processes. (INTASC Principles: 1, 5, 7, 8, 9)

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| <ol style="list-style-type: none">10. Demonstrates thoughtful, effective verbal and nonverbal communication and responsive listening. (INTASC Principle: 6)11. Demonstrates enthusiasm for the discipline(s) taught, keeps abreast of new ideas and developments in the field, and sees connections to everyday life. (INTASC Principle: 1) |
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2. *"Good Citizen" Essay (50 pts.)* For this assignment, due at the end of the third class meeting, you will write a short (2 pages maximum) essay outlining what you believe to be the most important characteristics of "good" democratic citizens. That is, in order for democracies to work, what must the citizens of those democracies know, be able to do, and believe? We will use "citizenship education" as the focal point of this course and so this assignment serves as a starting point for that discussion. Additional directions will be provided in class and at the course Web site.
3. *Current Event Team (CET) Write-up (50 pts.)* You will each be randomly assigned to a "Current Event Team," responsible for developing a brief (3-4 page) summary of an appropriate local, state, national or international news item that might be used to teach social studies at the elementary level. Team reports should briefly summarize the current event, provide some "teacher" background information (what else do we need to know?), and indicate how this current event can be used to teach one or more of the proficiencies outlined in the *Indiana Academic Standards for Social Studies* or to facilitate citizenship education. Write-ups should also develop at least one lesson "idea" that could be used to teach the current event to elementary students. Teams may use newspapers, current newsmagazines or the Internet as sources. Additional directions will be provided in class.
4. *Controversial Issue Lesson Plan (50 pts.)* Individually, you will develop a lesson plan built around an appropriate controversial issue. As Parker notes, controversial issues at the elementary level need not be politically-charged (although they might) but rather could be questions such as "should the school cafeteria serve only low-fat items for lunch" or "what new playground equipment should the school purchase?" Parker also describes the controversial issue lesson plan on pp.205-212. Your lesson plan must include at least one of the techniques Parker describes. You must have instructor approval for you topic prior to beginning.
5. *In Defense of Social Studies Paper (Persuasive Essay) (100 pts.)* You will write a reflection paper presenting a hypothetical response to a group of future colleagues that do not want to include social studies in the daily curriculum. Thus, you'll use a theme like: "Why Teaching Social Studies in the Elementary School is Essential." The paper is not to exceed 5 pages. Additional directions and a rubric for this assignment will be provided in class and on the course Web page.
6. *Social Studies Literature Circle Write-up (50 pts.)*. For this assignment, you will learn about the use of literature circles in social studies by participating in one yourself. You will each be assigned to a literature circle with 5-6 other members (6-7 total) that will read a literature set (one chapter book, one piece of children's literature and one resource/fact book) on "immigration." For approximately one week, we will begin our class meetings with 20-30 minutes of literature circle time. During one class period, half the group will be responsible for leading the circle, and during the second class period the other half will lead the circle. Leading the circle requires that you decide on 'stop and respond' points you want the group to

discuss, develop activities to be completed by the group, and create and share extension activities that might be appropriate for this literature set. Following the literature circle activities, you will each write a two to three page paper in which you describe your experiences. Additional information will be provided in class.

7. *Integrated Literature Unit (225 points)*. With two or three classmates, you will develop an integrated, social studies topic-driven, literature unit for children at a particular grade level. Your team will develop a complete set of learning experiences and materials for conducting a two-week or three-week integrated thematic unit that could be used in an elementary school classroom. You may choose the teammate(s) with whom you work, but assessment for this project will be shared equally. That is, *one grade will be given* for the team project. Additional information on the EDCI 361 BlackBoard course Web page.

As part of the ILU planning process, you will complete two activities that focus on key design questions. For Stage 1, you will identify desired results of the Integrated Literature Unit. In a systematic way, you will answer the following questions:

- What are worthy and appropriate results?
- What are the key desired learnings?
- What should students come away understanding, knowing, and able to do?
- What big ideas can frame all these objectives?

Stage 2 deals with determining acceptable evidence (assessment). In this stage, you will cogently answer the following questions:

- What is evidence of the desired results?
- In particular, what is appropriate evidence of the desired understanding?

Note: The Integrated Literature Unit project is challenging and labor intensive. You are encouraged to get started on it early, share ideas with each other, and discuss ideas with course instructors and Mentor Teachers.

8. *Theory into Practice (TIP) (300 total pts.)*. The TIP component of EDCI 361 is the application component of the course and has been designed to allow teams of two to three of you, the Purdue Teachers, to work in a variety of elementary classrooms. For the EDCI 361 TIP, you will spend the first half of the semester in one classroom and the second half of the semester in a different classroom. Whenever possible, we will provide you with one experience in a primary-level (grades K-2) classroom and one experience in an intermediate-level (grades 3-5) classroom.

Participation in the TIP for both EDCI 361 and EDCI 362 will be assessed as follows:

- (a) *Social Studies Reflection Journal (100 pts.)*. (Note: You must meet minimum expectations to earn full points). You are required to keep a bound notebook for journaling. For Social Studies, you will reflect on notes, class readings, class videos, class activities, and relationships to your TIP experiences. Journal will be reviewed at least twice per semester. Please bring your Social Studies Journal to class each day as we will often read and discuss your entries. Note: There is one journal for Block 3. You will need to designate a section for 361 and 362.
- (b) *TaskStream Portfolio Social Studies Lesson Plan and Analysis (100 pts.)*. With the guidance of your Mentor Teacher, you will develop and teach a social studies lesson during your placement. This lesson will become your EDCI 361 TaskStream Portfolio

artifact. Before teaching the lesson, you will design and write a plan (using the guidelines presented in EDCI 361 and EDCI 362) that will be reviewed by both your Mentor Teacher and Purdue Instructor(s). After teaching the lesson, you will write up a 3-4 page analysis of how the planning, teaching, and assessment phases of your lesson planning addressed the appropriate INTASC principles (1-8), and the teacher competencies in Purdue's Model for Professional Preparation. Your lesson plan and analysis are due in the 12th week of the semester (see calendar) and will be evaluated by your 361 instructor using the rubric found at the end of the syllabus (and at the 361 home page). **NOTE: This lesson plan, and your analysis of it, constitutes the TaskStream submission for this course. Once the lesson and reflection have been assessed in class, you are responsible for uploading these to your TaskStream account to be assessed as part of your TaskStream Portfolio. Your lesson plan analysis must receive an overall rating of acceptable in order for it to be added to your TaskStream Portfolio. If your analysis does not receive a rating of acceptable, you must revise it until it meets minimum requirements. Should your TaskStream analysis not achieve an 'acceptable' rating by the end of the semester (up to a maximum of three total submissions), you will fail EDCI 361.**

- (c) *Integrated Lesson Plan (50 pts.)* With the guidance of your Mentor Teacher, each TIP team will develop and teach an integrated lesson during your placement. Before teaching the lesson, you will design and write a lesson plan (using the guidelines presented in EDCI 361 and EDCI 362) that will be reviewed by both your Mentor Teacher and Purdue Instructor(s). After teaching the lesson, you will analyze and reflect upon the lesson and your pedagogy to determine strengths, weaknesses, and potential changes to the lesson. You will each then write a reflective paper that focuses on: (1) the integrity (or not) of the plan, (2) the effectiveness (or not) of your teaching, (3) whether the learning outcomes were fulfilled (and what evidence you have for this), and (4) what you would do differently next time. These lesson reflections will be due with the lesson plans. See the "Lesson Planning Guidelines" description in the Block III TIP Packet for more details on these lessons and the reflection.
- (d) *Mentor Teacher TIP Assessment (100 pts.)*. Each Mentor Teacher will complete a mid-point and final assessment (See the Block III Theory Into Practice Materials packet for these forms). We will discuss how scores will be computed on these forms in class.
9. *Miscellaneous Assignments (50 pts.)* Occasionally, we will begin the class with a 'quick-write' over the assigned readings. If you've done the readings, the quick-write should be quite easy to complete. We will also have several other minor assignments that will be assessed over the course of the semester. More information on these assignments will be provided as the semester progresses.

Please Note:

All written assignments are to be:

- in APA format, (for help with APA refer to materials available at Purdue's On-line Writing Lab located at: http://owl.english.purdue.edu/handouts/research/r_apa.html),
- carefully typed and edited, and
- turned in at the beginning of class on the designated day. If an assignment is turned in late, 5% of the points allocated to the task will be deducted for each "late day."

Assignments will not be accepted if they are over one week late. This policy will apply to all students, even those absent from class. If problems arise, please contact me immediately. I am much more flexible before the deadline than after it. If you experience difficulties with any of your obligations, please talk to me. Unless you take the responsibility to raise questions/concerns about an assignment, I assume that you understand what is expected of you.

EMERGENCY STATEMENT

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course. Blackboard web page, my email address: johnsoncs@purdue.edu, and my office phone: 494-2365

ADAPTIVE PROGRAMS STATEMENT

Students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

ACADEMIC DISHONESTY STATEMENT

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, [University Regulations](#)] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

WINTER WEATHER POLICY

Over the course of the semester, winter weather may alter Class and Theory-Into-Practice schedules. Block 3 instructors will alert you as early as possible when winter weather forces the schedule to change. Please be on the look for any e-mails titled **Winter Weather Advisory**.

Elementary Education Course Completion Policy. Elementary Education majors have two opportunities to enroll in and pass required EDCI, EDPS, and EDST courses with a minimum grade of C. Withdrawal from a course (W or WF) constitutes one of the two opportunities. Failure to successfully meet these requirements will result in dismissal from the Elementary Education Program. Courses repeated to improve a grade must be taken at the West Lafayette campus.

Schedule of Topics, Readings, and Assignments:

<p><u>Week 1: Meet at</u> Krannert G021</p> <p><u>Essential Question(s):</u></p> <p><i>What is Social Studies?</i></p> <p><i>Why Teach Elementary Social Studies?</i></p> <p><u>Reading(s):</u></p> <ul style="list-style-type: none">• Parker, Ch. 1• Engle & Ochoa: "The Citizen We Need in a Democracy" (CP)• Indiana Clearinghouse for Citizenship and Character Education: "Good Citizenship Instruction" (CP)• "Wisconsin Citizenship Initiative" (CP)• Obenchain & Morris, pp. 12-14	<p><u>Video(s):</u></p> <p><u>Effective Citizens</u></p> <p><u>Assignment(s) due:</u></p> <p><u>Citizenship concept map</u></p>
<p>Week 2: Meet at Battle Ground Elementary</p> <p><u>Essential Question(s):</u></p> <p><i>What is Powerful Social Studies Teaching/Learning?</i></p> <p><u>Readings:</u></p> <ul style="list-style-type: none">• Parker, pp. 60-100• NCSS: "A Vision of Powerful Teaching and Learning" (CP)• "Jackson Elementary: Kids in Action" (CP)• Nalle: "A Democracy of Third Graders" (CP)	<p><u>Video(s):</u></p> <p><u>Extending Community, Taking Action Powerful Social Studies</u></p> <p><u>Assignment(s) due:</u></p> <p><u>"The Good Citizen" essay</u> <u>Core Values Artifact</u></p>

<p><u>Week 3: Meet at</u> Battle Ground Elementary</p> <p><u>Essential Question(s):</u></p> <p><i>How do We Plan Powerful Social Studies Teaching/Learning?</i></p> <p><u>Reading(s):</u></p> <ul style="list-style-type: none">• Parker, 253-263• Understanding by Design, Chap 1, 3, 5• Obenchain & Morris, pp. 12-14; 149-153• Indiana Academic Standards for Social Studies: Introduction and Scope and Sequence” (CP)• Parker, pp 39-56• Parker, Chap 13	<p><u>Video(s):</u></p> <p><u>Applying Themes</u></p> <p><u>Assignment(s) due:</u></p> <p><u>TIP Begins</u></p>
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<p><u>Week 4: Meet at</u> Battle Ground Elementary</p> <p><u>Essential Question(s):</u></p> <p><i>How do We Plan Powerful Social Studies Teaching/Learning?</i></p> <p><i>How do I Assess in a Meaningful Manner?</i></p> <p><u>Reading(s):</u></p> <ul style="list-style-type: none">• Understanding by Design, Chap. 9• Alleman & Brophy: “Lesson 1: What is community? What is citizenship?” and “Lesson 2: Community Services provided by the local government.” (CP)• Parker, Chap 8• Obenchain & Morris, pp. 6-11; 36-38• Understanding by Design, 7• Parker, Chap 7	<p><u>Video(s):</u></p> <p><u>Applying Themes, Part 2</u> <u>Teacher Assessment Examples</u></p> <p><u>Assignment(s) due:</u></p> <p><u>Understanding by Design, Stages 1-2</u></p>
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<p><u>Week 5: Meet at</u> Battle Ground Elementary</p> <p><u>Essential Question (s):</u></p> <p><i>How do I Assess in a Meaningful Manner?</i></p> <p><i>How do I Teach Powerful Social Studies?</i></p>	<p><u>Video(s):</u></p> <p><u>Assessing Projects and Presentations</u></p>
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<p><u>Topic:</u> Current Events Controversial Issues</p> <p><u>Reading(s):</u></p> <ul style="list-style-type: none"> • Nelson: “Evaluating All of Us” (CP) • Nickell: “Performance Assessment in Principle and Practice” (CP) • Obenchain & Morris, pp. 6-11; 36-38 • <u>Parker, Chap 6</u> • <u>Passe: “Developing Current Events Awareness in Children (CP)</u> • <u>McBee: “Can Controversial Topics be Taught in the Early Grades?” (CP)</u> 	<p><u>Assignment(s):</u></p> <p><u>ILU Step A due</u></p>
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<p><u>Week 6: Meet at</u> Battle Ground Elementary</p> <p><u>Essential Question (s):</u></p> <p><i>How do I Teach Powerful Social Studies?</i></p> <p><u>Topic:</u> Teaching Concepts Asking Good Questions</p> <p><u>Reading(s):</u> Parker, pp. 290-303 Parker, pp. 312-317</p>	<p><u>Video(s):</u></p> <p><u>Authentic Instruction, Part 1</u> <u>Authentic Instruction, Part 2</u></p> <p><u>Assignment(s):</u></p> <p><u>Current Events Write Up</u></p>
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<p><u>Week 7: Meet at</u> Battle Ground Elementary</p> <p><u>Essential Question(s):</u></p> <p><i>How do I Teach Powerful Social Studies?</i></p> <p><u>Topic(s):</u> <u>Inquiry Teaching/Learning</u> <u>Cooperative Learning in Social Studies Classroom</u></p> <p><u>Reading(s):</u> Parker, pp. 304-308 Parker, pp. 354-379</p>	<p><u>Video(s):</u> <u>Introduction to Cooperative Learning</u> <u>Structuring Groups</u> <u>Focusing Groups</u></p> <p><u>Assignment(s) due:</u></p> <p><u>Controversial Issues Lesson Plan</u></p>
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<p>Colomb, Chilcoat, & Stahl, “Elementary Students Can Learn to Cooperate . . .”(CP) Obenchain & Morris, pp. 19-21; 52-54</p>	
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<p><u>Week 8: Meet at</u> Battle Ground Elementary</p> <p><u>Essential Question(s):</u></p> <p><i>How do I Teach Powerful Social Studies?</i></p> <p><u>Topic(s):</u> History and Young Learners Teaching and Using Discussion Techniques</p> <p><u>Reading(s):</u> Parker, pp. 369-373 Parker, pp. 106-124 Hatcher: “Children’s Homes and Neighborhoods: Untapped Treasures from the Past” (CP) Obenchain & Morris, pp. 143-144</p>	<p><u>Video(s):</u></p> <p><u>Assignment(s):</u></p> <p><u>Draft of Social Studies Lesson Plan to MT and 361 Instructor</u></p>
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<p><u>Week 9: Meet at</u></p> <p><u>Essential Question(s):</u></p> <p><i>How do I Teach Powerful Social Studies?</i></p> <p><u>Topic(s):</u> History and Young Learners Using computers as an instructional tool</p> <p><u>Reading(s):</u> Parker, pp. 330-342 <u>Barton, A Picture’s Worth: Analyzing Historical Photographs in the Elementary Grades” (CP)</u> <u>Rule & Sunal, “ Buttoning Up a Hands-on History Lesson” (CP)</u> <u>Haas & Tipton: “Studying WWII in Elementary School” (CP)</u></p>	<p><u>Video(s):</u></p> <p><u>Assignment(s) due:</u></p> <p><u>ILU Step B due</u> <u>Teach Social Studies Lesson between 03/09 and 04/17</u></p>
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<p><u>Week 10: Purdue Spring Break NO CLASS</u></p>	
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<p><u>Week 11: Meet at REC 114</u></p> <p><u>Essential Question(s):</u></p> <p><i>How do I Teach Powerful Social Studies?</i></p> <p><u>Topic(s):</u> Literature Circles to Teach Social Studies</p> <p><u>Reading(s):</u> Hofstedt: “Learning that Keeps on Going . . .” (CP) Zarnowski: “Learning about Contemporary Women” (CP) Cobblestone Readings (CP)</p>	<p><u>Video(s):</u></p> <p><u>Dealing with Controversial Issues, Introduction Identifying Issues</u> <u>Understanding Various Perspectives</u> <u>Supporting One’s Viewpoints</u></p> <p><u>Assignment(s):</u></p> <p><u>Draft of Integrated Lesson Plan due</u> <u>Teach Social Studies Lesson between 03/09 and 04/17</u></p>
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<p><u>Week 12: Meet at</u> Battle Ground Elementary</p> <p><u>Essential Question(s):</u></p> <p><i>How do I Teach Powerful Social Studies?</i></p> <p><u>Topic(s):</u> Literature Circles to Teach Social Studies</p> <p><u>Reading(s):</u> Freedman, R. (1980). Immigrant Kids. Hesse, K. (1992). Letters from Rifka. Lee, M. (2006) Landed.</p>	<p><u>Video(s):</u></p> <p><u>Assignment(s) due:</u></p> <p><u>Teach Social Studies Lesson between 03/09 and 04/17</u> <u>Teach Integrated Lesson Plan No Later than 4/06</u></p>
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<p><u>Week 13: Meet at</u> Battle Ground Elementary</p> <p><u>Essential Question(s):</u></p> <p><i>How do I Teach Powerful Social Studies?</i></p> <p><u>Topic(s):</u> Geography in the Elementary Classroom</p> <p><u>Reading(s):</u> Parker, pp. 125-131 Murphy, Using the 5 Themes of Geography . . . (CP) <u>Mazzuchi, “Map-Making and Neighborhood Exploration in a Multi-Age Classroom” (CP)</u></p>	<p><u>Video(s):</u></p> <p><u>Assignment(s):</u></p> <p><u>ILU Step C due</u> <u>Social Studies Literature Circles write-up due</u> <u>Teach Social Studies Lesson between 03/09 and 04/17</u> <u>Teach Integrated Lesson Plan No Later than 4/06</u></p>
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<u>Obenchain & Morris, pp. 55-57</u>	
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<p><u>Week 14: Meet at</u> Battle Ground Elementary</p> <p><u>Essential Question(s):</u> <i>How Do I Teach Powerful Social Studies?</i></p> <p><u>Topic:</u> <u>Role Play/Simulation</u></p> <p><u>Reading(s):</u> TBA</p>	<p><u>Video(s):</u> TBA</p> <p><u>Assignment(s):</u> <u>Integrated Lesson Plan Reflection due</u> <u>Social Studies Lesson Plan, Lesson Analysis, and</u> <u>MT Evaluation uploaded to Taskstream and</u> <u>Blackboard</u></p>
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<p><u>Week 15: Meet at</u> Battle Ground Elementary</p> <p><u>Essential Question(s):</u> <i>How Do I Teach Powerful Social Studies?</i></p> <p><u>Topic:</u> Multicultural Education</p> <p><u>Reading(s):</u> Sesow, VanCleaf & Chadwick: "Investigating Classroom Cultures" (CP) Sesow, VanCleaf & Chadwick: "Investigating Classroom Cultures" (CP) Weatherford: "Indian Season in American Schools" (CP) Obenchain & Morris, pp. 47-50</p>	<p><u>Video(s):</u></p> <p><u>Assignment(s):</u> <u>In Defense of Social Studies Paper due (Persuasive Essay)</u></p>
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<p><u>Week 16: Meet at</u> Battle Ground Elementary</p> <p><u>Essential Question(s):</u> <i>What is Social Studies (revisited)?</i> <i>Why Teach Elementary Social Studies (revisited)?</i></p> <p><u>Reading(s):</u> Parker, pp (review) "We the People . . . Project Citizen (CP) Indiana Clearinghouse on Citizenship and Character Education: "Good Citizenship and Service Learning" (CP)</p>	<p><u>Video(s):</u> <u>Effective Citizens (revisited)</u></p> <p><u>Assignment(s):</u> <u>TIP Journal due</u></p>
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ASSIGNMENTS AND KEY DATES
(You may turn in ANY assignment earlier than its due date.)

Assignment	Points	Date Due(s)
Theory Into Practice (TIP) Component		
Mentor Teacher Mid-term and Final Assessments (50 points each)	100	Due Week 8 and Week 16
TIP Journal	100	Due Week 7 and Week 16
SS Lesson Plan + TaskStream Analysis	100	Due and uploaded by Week 14
Integrated Lesson Plan + Reflection	90	Lesson Plan due Week 11; final packet due Week 15
Citizenship Essay	50	Due Week 2
Current Event Teams Write-up	50	Due Week 6
Controversial Issue Lesson Plan	50	Due Week 7
Social Studies Reflection Paper	100	Due Week 15
Social Studies Literature Circle Write-Up	50	Due Week 13
Integrated Literature Unit	225	Various dates (see calendar)
Understanding by Design Stages (50 points each)	100	Due Week 4
Miscellaneous Assignments	50	Various dates
University Classroom Participation	75	Week 16

TOTAL POINTS **1140**

Grade Breakdown:

1120 - 1140 A+
 1066-1119 A
 1021-1065 A-
 1011-1020 B+
 956-1010 B
 910-955 B-
 891-909 C+
 846-890 C
 796-845 C-
 686 - 795 D
000 - 685 F

	3 – Somewhat addressed 0 – Not addressed	
Mentor Teacher Assessment ____/20 pts.	<ul style="list-style-type: none">• Mentor teacher indicates that Purdue Teacher was organized, motivated and enthusiastic.• Mentor teacher overall rating of delivery at least 'Fair'.• Mentor teacher rating of developing classroom management at least 'Fair'.	

**EDCI 361 TaskStreamPortfolio Artifact:
Teaching Performances Rubric for Social Studies Lesson Plan Analysis**

You will plan and teach your social studies lesson following the assignment guidelines in the EDCI 361 syllabus. Once you have planned and taught your social studies lesson, you must develop a 3-4 page analysis of the planning process, the plan itself, and your teaching. This analysis must be based on EDCI 361 Teaching Performances Rubric for Gate C. You can find this rubric on TaskStream and at the Block III BlackBoard course page. This analysis will be difficult to write as you must be able to provide evidence that you have developed proficiency in certain aspects of your professional development. In order to do this, your analysis must provide answers to the following:

- How does your lesson plan demonstrate your knowledge of students' learning needs and interests?
- How does your lesson plan demonstrate your knowledge of the community, school, and classroom in which you taught the lesson?
- How does your lesson plan demonstrate your knowledge of the field of social studies including the content knowledge and overall goals associated with the field?
- How does your lesson plan demonstrate your knowledge of the subject matter of the lesson and/or unit being taught?
- How does your lesson plan demonstrate your ability to plan instruction based on your knowledge of appropriate social studies content and concepts as defined by children's developmental levels and curriculum goals (e.g., IASSS) and your mastery of a variety of instructional strategies?
- How does the lesson demonstrate your knowledge of, and ability to apply appropriate formal and informal assessments of student learning?

In addition to the lesson plan itself, and to the 3-4 page lesson analysis, you must also scan (you may use scanners in the Technology Resource Center) your Mentor Teacher Assessment of the social studies lesson and save it as a .jpeg or .gif file. Your completed EDCI 361 TaskStream artifact will consist of:

- your social studies lesson plan (a Word document)
- the lesson plan analysis (a Word document)
- a scan of your Mentor Teacher Assessment (a .gif or .jpeg file)

Process: Post the lesson plan, the lesson analysis, and the Mentor Teacher Assessment to your EDCI 361 instructor via TaskStream before the listed due date (see EDCI 361 syllabus). Your instructor will evaluate the lesson plan, the analysis, and the Mentor Teacher Assessment using the EDCI 361 TaskStream rubric. Your artifact must receive an overall performance rating of at least "Developing." If your instructor gives you an overall performance rating of "Beginning," you must revise the analysis until it receives a rating of "Developing" and you must receive this rating before the end of the semester in order to successfully pass EDCI 361 and to move on to Block IV.

Block III Teaching Performances Rubric for Gate C¹:
EDCI 361: Social Studies in Elementary Schools

I. Lesson Plan Analysis: This rubric will be used to assess the artifact narrative analyzing the social studies lesson plan for EDCI 361. The lesson plan analysis should provide evidence that the instruction in that lesson was planned and implemented with: (1) knowledge of students' learning needs and interests; (2) knowledge of community, school, and classroom factors; (3) the subject matter focus of the unit/lesson(s); (4) strategies and resources, including technology; and (5) the focus of student assessments; in order to support student learning.

Criteria	Performance Ratings			
	1: Beginning <i>(little or no evidence)</i>	2: Developing <i>(limited evidence)</i>	3: Proficient <i>(sufficient evidence)</i>	4: Expert <i>(clear, consistent, and convincing evidence)</i>
The Lesson Plan Analysis Demonstrates:				
I.1 Knowledge of Students' Learning Needs and Interests	Lesson plan analysis displays minimal, stereotypical, or irrelevant knowledge of how student characteristics (e.g., development, academic learning needs and interests, culture, abilities/disabilities), approaches to learning, or skills and prior learning are present in the lesson plan.	Lesson plan analysis displays general knowledge how student characteristics, approaches to learning, or skills and prior learning are present in the lesson plan.	Lesson plan analysis displays general and some specific knowledge of how student characteristics, approaches to learning, or skills and prior learning are present in the lesson plan.	Lesson plan analysis displays specific and relevant understanding of how student characteristics, approaches to learning, or skills and prior learning are present in the lesson plan.
I.2 Knowledge of Community, School, and Classroom Factors	Lesson plan analysis displays minimal, irrelevant, or biased knowledge of how the characteristics of the community, school, and classroom are present in the lesson plan.	Lesson plan analysis displays some knowledge of the characteristics of how the characteristics of the community, school, and classroom are present in the lesson plan.	Lesson plan analysis displays much knowledge of how the characteristics of the community, school, and classroom are present in the lesson plan.	Lesson plan analysis displays a comprehensive understanding of how the characteristics of the community, school, and classroom are present in the lesson plan.
I.3 Subject Matter Focus of the Unit/Lesson(s)	Analysis of lesson goals and objectives in the lesson reflect: one level of learning, is unclear, reflect activities rather than learning outcomes, is not appropriate for students' learning needs, is not standards-based, does not address content inaccuracies. Lesson plan analysis does not describe how content is logically organized.	Analysis of lesson goals and objectives shows some variety but lacks significance or challenge. Some goals are: clearly stated as learning outcomes; appropriate for students' learning needs; and standards-based. Content appears to be mostly accurate and its focus shows some awareness of the big ideas or structure of the discipline. Lesson plan analysis does describe how content is logically organized.	Analysis of most lesson goals and objectives in the lesson plan analysis is: significant, challenging and show variety; clearly stated as learning outcomes; appropriate for students' learning needs; and standards-based. Content appears to be mostly accurate and its focus shows good awareness of the big ideas or structure of the discipline. Lesson plan analysis describes how content is logically organized.	Analysis of all lesson goals and objectives in the lesson plan analysis is: significant, challenging and show variety; clearly stated as learning outcomes; appropriate for students' learning needs; and standards-based. Content appears to be accurate and its focus is congruent with the big ideas or structure of the discipline. Lesson plan analysis describes how content is logically organized.

<p>I.4 Strategies and Resources, Including Technology, to Support Student Learning</p>	<p>Lesson plan analysis provides little description of how strategies and resources are aligned with learning goals and/or few, if any, goals are covered in the design. Little variety in resources, heavy reliance on textbook or worksheets. No references to contextual factors and prior learning data. Technology inappropriately used OR not used and no or inappropriate rationale provided.</p>	<p>Lesson plan analysis describes how many strategies and resources are aligned with learning goals and many goals are covered in the design. Some variety but with limited contribution to learning. Some references to contextual factors and prior learning data. Technology makes some contribution OR teacher provides a limited rationale for not using technology.</p>	<p>Lesson plan analysis describes how most strategies and resources are aligned with learning goals and most goals are covered in the design. Much variety contributes to learning. Many references to contextual factors and prior learning data appear productive and appropriate for each student. Technology makes a good contribution OR teacher provides a plausible rationale for not using technology.</p>	<p>Lesson plan analysis describes how all strategies & resources are aligned with learning goals & all goals are covered in the design. Significant variety makes a clear contribution to learning. Most references to contextual factors & prior learning data appear productive & appropriate for each student. Appropriately integrated technology makes a significant contribution OR teacher provides a strong rationale for not using technology.</p>
<p>I.5 Focus of Student Assessments</p>	<p>Lesson plan analysis description of content and methods of assessments lack congruence with goals or lack cognitive complexity. No clear assessment criteria are developed. Plan includes only one assessment mode at one point in time. Assessments are not valid; some directions, scoring procedures and items are absent or poorly written and likely confusing to students. Adaptations are absent or inappropriate for individual needs of students.</p>	<p>Lesson plan analysis description of some learning goals are in assessment plan, but many assessments are not congruent with goals in content and cognitive complexity. Criteria are developed, but not clear or linked to goals. Plan includes multiple modes, but not performance, and/or do not require integration of knowledge, skills and reasoning ability. Assessments appear to have some validity; some directions, scoring procedures and items are clearly written for explaining to students. Adaptations are appropriate for individual needs of some students.</p>	<p>Lesson plan analysis describes many of the learning goals in assessment plan, but some assessments are not congruent with goals in content and cognitive complexity. Criteria are clear and generally linked to goals. Plan includes multiple modes (e.g., performance) but does not require integration of knowledge, skills and reasoning ability. Assessments appear to be reasonably valid; many directions, scoring procedures and items are clearly written for explaining to students. Adaptations are appropriate for individual needs of many students.</p>	<p>Lesson plan analysis describes each learning goal in the assessment plan; assessments are congruent with goals in content and cognitive complexity. Criteria are clear and explicitly linked to goals. Plan includes multiple modes (e.g., performance) and assesses students throughout instructional sequence. Assessments appear to be valid; directions, scoring procedures and most items are clearly written for explaining to students. Adaptations are appropriate for individual needs of most students.</p>

EDCI 361: Teaching Performances Rubric for Gate C

Holistic Summative Assessment: The holistic summative assessment rates the overall performance based on the evidence provided in the Lesson Plan Analysis of the teacher’s ability to plan a standards-based instructional sequence to improve teaching practice.

Key Indicator	Performance Ratings			
	Does Not Pass	Passes Portfolio Assessment		
	1: Beginning <i>(little or no evidence)</i>	2: Developing <i>(limited evidence)</i>	3: Proficient <i>(sufficient evidence)</i>	4: Expert <i>(clear, consistent, and convincing evidence)</i>
Overall Performance on the Lesson Plan Analysis	The Lesson Plan Analysis provides <i>little or no evidence</i> of the teacher’s ability to plan a standards-based instructional sequence to improve teaching practice.	The Lesson Plan Analysis provides <i>limited evidence</i> of the teacher’s ability to plan a standards-based instructional sequence to improve teaching practice.	The Lesson Plan Analysis provides <i>sufficient evidence</i> of the teacher’s ability to plan a standards-based instructional sequence to improve teaching practice.	The Lesson Plan Analysis provides <i>clear, consistent, and convincing evidence</i> of the teacher’s ability to plan a standards-based instructional sequence to improve teaching practice.

Choosing a Topic for your Integrated Unit

As you look over the Indiana Standards for Social Studies, you will see that there are five main areas from which individual standards are derived: history, geography, economics, civics/government, and individuals, society and culture. At each grade level, these same areas are addressed, with appropriate standards for that level. Even though each grade level focuses on specific areas: Kindergarten, *Living and Learning Together*; First Grade, *Home, School and Nearby Environments*; Second Grade, *Local and Regional Community*; Third Grade, *Local Community and Communities Around the World*; Fourth Grade, *Indiana in the Nation and the World*; Fifth Grade, *The United States*; and Sixth Grade, *People, Places and Cultures in Europe and the Americas*, there are many topics which can be addressed at more than one grade level, but be tailored to fit the standards for a particular grade level.

Here are some examples of topics and several unit titles for each topic that can fit for more than one grade level and that can cover many, if not all, of the standards.

Transportation: *Let's Go!; America on the Go; How Do You Get There from Here?; Here We Go!, etc.*

Economics: *How Much Is it Worth?; What's the REAL Cost?; Worth Its Weight in Gold; A Penny Saved...; Dollars, Euros, Pounds, Yens...What's the Difference?*

Conflict: *Why Can't Nations Get Along?; Do Unto Others...; For the Common Good; The Three Cs—Conflict, Compromise, Cooperation.*

Diversity: *We're More Alike than Different; Variety is the Spice of Life; Vive la Difference; Diversity Makes Us Strong*

Careers: *What Do My Parents Do at Work all Day?; What Do You Want to Be When You Grow Up?; From Garbage Collectors to Brain Surgeons—We Need Everyone to Make our Society Work; How Is Technology Changing the Types of Jobs People Do?*

Geography: *It's a Small World, After all; Without Geography, You're Nowhere!; You Can't Get There from Here; Geography Makes the World Go 'Round; How is The World Shrinking?; What is the Global Marketplace?*

Food: *You Gotta Eat!; Our Daily Bread (the universal food); Variety is the Spice of Life (ethnic foods); What Can We Do about World Hunger?; McDonald's in Paris (or choose about any large foreign city)*

Change: *A Change Will Do You Good; The Only Thing that is Constant is Change; How has Indiana (U.S., the World, etc.) Changed in the last 100 years? (or any amount of time); Responsibilities and Privileges Change with Maturity; How Has Technology Changed Our World?*

Leadership: *What Qualities are Needed for Effective Leadership?; Profiles in Courage; What Can We Learn from some of our Past Leaders?; Movers and Shakers*

Interdependence: *We are Both Producers and Consumers; People in a Community Depend on Each Other; Together we Stand, Divided we Fall; Countries Depend on Each Other; You Need a Friend; Families Work Together*

Citizenship: *Working for the Common Good; WE are the Government; Learning and Living the Core Democratic Principles; Rights and Responsibilities of Citizenship*

ⁱ The criteria and their descriptors are based on a content analysis of standards, rubrics, and competencies from the following sources.

Connecticut State Department of Education, Beginning Educator Support & Training (BEST) Program, *BEST portfolio performance feedback rubrics and sample score reports* (<http://www.state.ct.us/sde/dtl/t-a/best/portfolio/rubrics.htm>). (Note: The Indiana Mentoring and Assessment Program (IMAP) is based on the BEST Program. <http://www.doe.state.in.us/dps/beginningteachers/>)

Interstate New Teacher Assessment and Support Consortium. (1992). *Model standards for beginning teacher licensing, assessment and development: A resource for state dialogue*. Washington, D.C.: Council of Chief State School Officers (<http://www.ccsso.org/content/pdfs/corestrd.pdf>).

Purdue University School of Education. (2004, March). Teacher Education at Purdue Conceptual Framework. In *Institutional report 2004* (pp.7-16). West Lafayette, IN: Purdue University (<http://admin2.soe.purdue.edu/ncate/IR/index.htm>).

Renaissance Partnership for Improving Teacher Quality, *Teaching processes prompt and scoring rubric, and Building credibility into performance assessment and accountability systems for teacher preparation programs* (<http://fp.uni.edu/itq/>).