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SYLLABUS

FOR

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TEACHING SOCIAL STUDIES **IN THE MIDDLE SCHOOL**

MID ED. 4253-SECTION X01

INSTRUCTOR: A.H. AMBROSE

Fall 2008

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TEACHING SOCIAL STUDIES IN THE MIDDLE SCHOOL

PREPARING FOR THE CHALLENGE ----MID ED. 4253-SECTION X01

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METHODS OF TEACHING SOCIAL STUDIES IN THE MIDDLE SCHOOL MID ED 4253 (RSD 12535) (Sec x01)

SCHEDULED CLASS DATES: total 3 hours per week , days and times TBA

Example	Activity
TBA	SEMINAR: Class meets together @ Parkway Central Middle School
TBA	TEACHING - LEARNING PROCESS: Active participation within actual Middle School classroom ... Coordinated with Internship responsibilities.
TBA	PLANNING and CURRICULUM DEVELOPMENT: Collaborate with Classroom Teacher and Course Instructor concerning development of lesson plans and unit plans to be used during Student Teaching.
TBA	ED TECHNOLOGY WORKSHOP: Analysis of teaching-learning process in light of theory and concepts taught in MID ED 4253 or application of theory and concepts within Educational Technology projects.(leaning stations, resources for classroom)

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PORTFOLIO CONSTRUCTION AND ASSESSMENT: A portfolio is a selection of materials (artifacts) chosen by the learner to show what he or she has learned and what the learner is able to do. In a teacher education program, the portfolio demonstrates the learner's growth toward the goals of becoming a teacher and meeting professional standards. The educational activities in MID ED 4253 are constructed, sequenced, and distributed in such a way as to enable the student to engage in portfolio construction and reflective self-assessment.

WEB BASED: The essential resources, descriptions, assignments, and other elements of this course are web-based. This allows students 24-hour a day virtual access to (1) instruction (2) educational activities (3) communication with the Instructor and (4) communication with other students, especially those within one's cooperative learning group.

URL ... ADDRESS	NAME	PURPOSE
http://www.umsl.edu/~ambrosea	The Social Studies Place	Extensive resources for K-12 students, Preservice Teachers, University Teachers, and K-12 Teachers
http://www.umsl.edu/~ambrosea/253Site/253index.htm	On-Line Support	Web-based Study Guide and Educational Activities Links
http://mygateway.umsl.edu	My Gateway - BlackBoard	Web-based discussions and course resources

PART II. PHILOSOPHY OF THE COURSE AND BASIC INFORMATION

1. Description of the Course:

MID ED 4253, Teaching Social Studies in the Middle School, is a 3-hour undergraduate course that challenges the pre-service teacher to learn and to relate current learning theories and instructional methods to the unique knowledge base, perspective, and implied responsibilities required of the effective teacher of social studies concepts and skills.

- (1) The students and course instructor will be jointly and actively involved in research, demonstration, discussion, and application of social studies curriculum and teaching methods which are developmentally appropriate to Middle School students.
- (2) The students will be directly involved in the teaching-learning process within active Middle School social studies classrooms.
- (3) The instructor and university students will make extensive use of educational technology in an active classroom, seminar, and laboratory settings to jointly learn and teach knowledge, concepts and skills to be acquired in this course.

(3) This course is designed to offer educational activities directly related to portfolio construction and assessment. To successfully complete this course, the student must demonstrate attainment of knowledge (what he/she has learned) and development of skills (what he/she can do). Assignments, projects, evaluations engaged in as responsibilities in this course also serve as the exact kinds of elements and artifacts to be collected in student portfolios. Students will have access to forms of electronic portfolio construction. **The overlap is intentional. Connecting course-level experience to the student's emerging professional development is exactly the intent of this course.**

2. Prerequisites: Prior to enrolling in this course, students must have:

1. PREREQUISITE: COMPLETION OF LEVEL 2 COURSES;
2. COMPLETION OF SOCIAL SCIENCE REQUIREMENTS IN GENERAL EDUCATION

3. Knowledge Bases for the Course:

(1) Basic Tenets of Social Studies –**The Students** (Farris & cooper, 1997)

- Children should be actively involved in their learning.
- Children should be given opportunities to make decisions and become decision makers.
- Children need to use their previously gained knowledge and experiences as a learning scaffold
- Children need to develop a positive self-concept in which they feel secure, effective, competent, and capable.
- Children need to develop and appreciation for the aesthetics of a subject.

- Children need to be productive, contributing citizens.

(2) Basic Tenets of Social Studies –The Teachers

- A major legacy underlying the preparation of educators today is the conviction that meaningful and enduring learning is **constructed by the learners** rather than simply transmitted or imparted by a teacher.
- The teacher is a **facilitator**, functioning as a learner, along with students, in creating learning settings and in planning and conducting learning experiences.
- School learning is a **social, collaborative** process, which takes place in a social setting of other learners and teachers.
- Learning is also an **individual** process in which each learner comes away from an experience with different understandings and responses.
- Positive learning outcomes are best accomplished when learners bring these differences to their collaborative work in a social context.
- This emerging concept of method calls for teachers who are prepared to be more than technicians programmed to follow preconstructed instructional packages.
- Prospective teachers must have good knowledge background of the areas which they are expected to teach and some metacognitive sense of how they have learned how to learn.
- They need to know how to interact with learner outcomes and implement alternative strategies, as appropriate. They must be prepared to exhibit these skills in a school that has a history, purposes, values, and a climate peculiar to its particular setting.
- Teachers must be **decision-makers**.
- Teachers are social and moral agents. Persons studying to become teachers must be empowered to disassemble knowledge structures and reconstruct them so that their students can learn to do the same.
- They learn that teachers do not separate learning from hope, compassion, fairness, and justice.
- Teachers do not ignore the larger social and political issues that are intrinsic to the
- conduct of schools.
- Teachers model for their students a questioning of the *status quo* and the avoidance of dogmatism.

(3) **Knowledge** provides the basis for values and beliefs, and it is the vehicle for the development of skills. Important knowledge bases for the course are drawn from facts, concepts, and generalizations in history, geography and other social sciences to enable teachers-to-be to help children understand human affairs and the human condition. Social studies instructional units should be selected and created:

- History--of the United States and the world; understanding and learning to deal with change.
- Geography--physical, political, cultural, economic, and worldwide relationships.
- Government--theories, systems, structures, processes.
- Law-- civil, criminal, Constitutional, and international.
- Economics--theories, systems, structures, processes.
- Anthropology and sociology--cultures, social institutions, the individual, the group, the community, the society.
- Psychology-- the individual in intergroup and interpersonal relationships.
- Humanities--the literature, art, music, dance, and drama of cultures.
- Science--the effects of natural and physical science on human relationships.
- Technology--the effective use of technology in the teaching-learning process

4. Objectives of the Course:

1. To examine roots of critical problem-posing pedagogy and multicultural methods as they related to the specific content areas of social studies—a discipline that aims to create global citizens in a democracy.
2. To gain awareness of the relationships among the social sciences and of the unique power of social studies to teach concepts, facts, and generalizations which explain the real world and a person's relationship to it. To accomplish these objectives in a way which emphasizes the citizenship education and the development of people skills.
3. To gain awareness of theories of how children learn and develop and to understand the implications for Age Appropriate and Child-Centered Social Studies Instruction that supports the intellectual, social, and personal development of all students.
4. To become aware of the role of values and beliefs in social studies instruction. To develop classroom management procedures in keeping with democratic values and beliefs.
5. To acquire the knowledge and skills to teach children effective communication and literacy skills especially within the domain of Social Studies content, but also with appropriate children's literature as related to specific unit themes.
6. To research and to critically evaluate national and regional standards of social studies education. To use teaching and methods and evaluation techniques which give those standards life in a classroom.
7. To teach facts as problems to be posed, as inquiries to be made within an interactive form of pedagogy.. To build, plan, organize and teach social studies lessons and units which are exploratory and which promote decision-making and group dynamics skills in children---in part to better understand us.
8. To participate in intranet and internet-based learning experiences using a wide range of

technology and inter-disciplinary content to create multi-media instructional units.

9. To acquire the knowledge and skills to teach effectively within the classroom and communicate effectively with the entire school community.

PART III. ISSUES AND DETAILS:

1. Attendance, Participation and Activities: As stated previously, this course is an interactive, hands-on, collaborative effort to prepare each university student as completely as possible for the challenging responsibility to educate America's children and young adolescents by teaching them social studies.

- It is, therefore, necessary and required that you each actively participate in the clinical classroom experiences, live and virtual discussions, multimedia presentations, lecture-discussions, role-playing, and multi-media projects. You will not just be taught about educational technology; you will be taught how to learn in an environment directly supported by technology. In turn, you will use the knowledge gained from the assigned readings and formal, concise lectures and immediately begin to build and apply newly learned concepts to the tasks of creating multi-media and multi-discipline units and presentation.
- **Attendance** is required and roll is taken during each class session. This course is an interactive, hands-on, collaborative effort designed to prepare you for teaching children about social studies. It is necessary and required that you actively participate in as many learning experiences in class as you possibly can.
- Make sure you completely understand the implications of missing class. "**This course is designed to offer valuable experiences and collaborative (hard) work in class, with responsibilities outside of class time limited to reading (text, etc.), thinking, and relaxing. The more often you miss class, the more you change for yourself the nature of this course from broadening-educating seminar-lab-project oriented...to more limited individual reading-research-assignment based. You are preparing yourself to teach; get the best preparation you can!**"
- Class will begin promptly at the designated time; promptness for all class meetings is expected.
- Assignments should be typed unless otherwise stated. Assignments are expected to be free of mechanical, spelling, grammatical, and typographical errors. Errors will result in a lowered grade.
- Specific Activities and Assignments appear in the Study-Guide section below.

2. Supplies and Materials Needed:

- **Textbook:** Anthony Ambrose. **The Teaching Learning Matrix.** © 2000, 2004. UMSL COE Server.
- ****Anthony H. Ambrose. (2008). **Preparing for the Challenge - an extended syllabus for MID ED.253.**
- **On Line support for this course:**
<http://www.umsl.edu/~ambrosea/253Site/253index.htm>
- ****An abundance of print and multimedia resources related to teaching children about social

studies can be found at Mr. Ambrose's web site, **THE SOCIAL STUDIES PLACE**,
www.umsl.edu/~ambrosea

- Tom Snyder Publications and Resources (“Social Studies and Cooperative Learning
<http://www.tomsnyder.com/products/products.asp?Subject=SocialStudies>
)

3. Major Assignments and Deadlines, Requirements, Grades

EDUCATIONAL ACTIVITY	DIRECTIONS	RESOURCES
SEMINAR (See Announcements on MyGateway) Attendance and FULL participation in Seminars Required.	MID ED 4253 Class and ELE ED 4253 Classes meet together for Seminars @ Parkway Central Middle School. (1st Class Meeting is 7:30am-8:50 am Tuesday August 26); additional times and dates TBA.	Various. Most are able to be downloaded through this site. Others will be provided by Instructor 12pts TOTAL
Write 4 Classroom Observation Reports Due within 1 week of each "observation" ... All 4 completed by Nov 11. email to: sahambr@jinx.umsl.edu)	Choose from your Internship school classroom involvement; describe, analyze, and reflect upon what you are doing and learning. Relate these experiences to the theory and content of The Teaching-Learning Matrix.	Use the Observation-Reflection Form provided on-line. 4pts each 16pts TOTAL
ALTERNATE Assignment...Web Quest (Curriculum Resource... for Teacher Use) (Due by Nov 11)	by mutual agreement between Instructor and non-Intern Students... a substitute for Observation Reports.	TOTAL 16pts (alternate)
Participate in each of the 9 ON-LINE DISCUSSIONS concerning 9 of the 11 "Portfolio Standards and the Social Studies Teacher". (Due by Nov 11)	Relate your ideas to the theory and content of The Teaching-Learning Matrix. Cite appropriate content from Teaching Learning Matrix. Write a Primary Position statement and at least 1 "Reply" to at least 1 other person's Primary Position statement per discussion question.	http://mygateway.umsl.edu Refer to the Discussion Rubric provided on-line. 3pts each 27pts TOTAL
Write 2 FORMAL REFLECTIONS- Case Studies (of yourself, your growth in knowledge and development of skills relative to each Port.Standard you choose. (Due by Nov 18)	Use your ideas from the discussions and those of your classmates to construct formal reflections on your choice of any two Portfolio (MOSTEP) Standards. These should be of a quality to need only "final revision" for inclusion in your Exit Portfolio at the end of Student Teaching.	Refer to the MOSTEP Standards provided on-line. 10pts each 20pts TOTAL
Web Quest (Instructional ... for Student Use) Presentation as support for Student Teaching Unit	Create resources and learning activities which are directly connected to and part of your Unit Plan. Build on-line virtual field trips, web quests, problems to be solved. These are to be used by students in your Cooperating	Track Star IKeepBookmarks Help with WebQuests PowerPoint-Jeopardy Game.

(Due by Nov 18)	Teacher's classroom, either during Student Teaching or Internship.	TOTAL25pts
A = Excellent, 92-100%.	B = Very Good, 82-91%.	C = Satisfactory, 70-81%.
D = Unsatisfactory work that must be redone	If it is not redone, a grade of 50% shall be recorded 0% = If a required assignment, activity, etc. is not attempted or completed, a grade of 0% shall be recorded with obvious negative impact on the final average of your course grade .	

- **PART IV. STUDY GUIDE** The ON-LINE On Line support for this course: (<http://www.umsl.edu/~ambrosea/253Site/253index.htm>) must be used with this Study Guide in order to complete the web-based readings and activities)

MODULE 1-- (SUBJECT AREA and CONTENT STANDARDS)-MOSTEP # 1)

(1) **Know** the discipline structure as well as the integration of history, geography, economics, and culture into units and chapters; (2) **Know** the thematic content and concepts that collectively form what we call the "Social Studies;" (3) **Analyze** NCSS and Show-Me Standards as they relate to Social Studies; (4) **Recognize** the pattern of national, state, and local Scope and Sequence tables. (5) **Understand** the relationship between such thematic content +Scope and Sequence and the cognitive, emotional, and experiential development of the K-12 child.

(2) **Tips:** **definitions of social studies **goals of social studies **social studies and cultural transmission **content and sequence of social studies curriculum ** Intro to Course Resources (including tech resources)

(3) **READ:** Teaching-Learning Matrix Topics: 3.3 www.umsl.edu/~sahambr

(4) **Course Info - My Gateway Discussion** <http://mygateway.umsl.edu> "Unique Role of the Social Studies Teacher"

MODULE 2-- (CURRICULUM + PERFORMANCE STANDARDS)-MOSTEP # 4)

(1) **Understand** and **Create** Long Term Plans for Social Studies instruction based on (1) national, (2) state, and (3) local performance standards.

(2)**Tips:** ** unit plans...why and how

** Evaluation opportunities **WHAT --the Show Me Standards are

**HOW-- to meet and exceed both the Performance and the Knowledge Standards .

**WHY--the Show-Me Standards from different points of view: students, teachers, administrators, parents the community

(3) **READ:** Teaching-Learning Matrix Topics: -none

(4) **Course Info - My Gateway Discussion** <http://mygateway.umsl.edu> "Curriculum and Performance Standards"

MODULE 3-- (HUMAN DEVELOPMENT + LEARNING-MOSTEP # 2)

(1) **Survey** of Theories of how children learn and develop; (2) **Understand and appreciate** the implications for Age Appropriate and Child-Centered Social Studies Instruction that supports the intellectual, social, and personal development of all students; and (3) **Recognize and develop** strategies for exceptional children (gifted, inclusive, ADD, LD, BD, etc.)

(2) **Tips:** Focus on current learning theories, and on the related issues of individualizing instruction and grouping for learning.

** Bloom and a variety of questioning techniques **Teaching concepts----the role of generalizations and facts **Teaching social studies skills----and using them

(3) **READ:** Teaching-Learning Matrix Topics --Entire Section on "Background"
www.umsl.edu/~sahambr

(4) **Course Info - My Gateway Discussion** <http://mygateway.umsl.edu> "Learning Theories and Understanding the Social Studies Student"

MODULE 4-- (INDIVIDUALIZATION + DIVERSITY-MOSTEP # 3)

(1) **Survey** Styles of Instructional Organization; (2) **Understand** the implications for Teaching Children Important Social Studies Skills and Concepts; and (3) **Know** the children we teach

(2) **Tips:** Focus on patterns of grouping students for learning and grouping social studies content for instruction.

**2008...a change from Industrial Age to Information Age **Charting seats or charting learning? Filling time or using time?

Co-operative activity or co-operative learning? *"Master" mentality and "busy work" or mastery in a busy classroom?

(3) **READ:** Teaching-Learning Matrix Topics 3.---Entire Section on "Getting Started"
www.umsl.edu/~sahambr

(4) **Course Info - My Gateway Discussion** <http://mygateway.umsl.edu> "Individualization and Diversity"

MODULE 5-- (MOTIVATION + MANAGEMENT-MOSTEP # 6)

(1) Building Community; and **(2) Teaching** Children About The World and About Themselves

(2) Tips: Focus on the development of personal values and the teaching of community values.

**Identifying subject matter appropriate for value clarification and character development education

**Building a community while studying the world/state/local community

**Community=social skills + people skills **Discipline In the classroom In school

**Democratic decision making **Active Citizenship and Citizenship Education

** Law Related Education **Multi-Culturalism

(3) READ: Teaching-Learning Matrix Topics: 7-Entire Section on "Problems" and 8-Entire Section on "Solutions" www.umsl.edu/~sahambr

(4) Course Info - My Gateway Discussion <http://mygateway.umsl.edu> "Educational Technology and Community Building"

MODULE 6-- (COMMUNICATION SKILLS-MOSTEP # 7)

(1) Using Reading, Writing, Listening, and Speaking **skills to Teach and Learn** Social Studies; **Developing Educational Technology** skills and the **New Literacy** as related to Social Studies.

(2) Tips: Focus on a whole-person approach to teaching/learning social studies---with emphasis on communication skills in the teaching/learning process

**Applying the best reading + note-taking strategies to teaching social studies

** Teaching listening skills ** Teaching speaking skills, formal and informal,

**Teaching writing skills as applied to learning social studies

** The "T" word **the "power" of using Chart-Notes ** The New Literacy and Social Studies

** Extensive application of educational technology to the building of learning stations, curriculum, and evaluation-assessment opportunities for students of social studies.

(3) READ: Teaching-Learning Matrix Topics: --none

(4) Course Info - My Gateway Discussion <http://mygateway.umsl.edu> "The Social Studies Student and Communication Skills"

MODULE 7-- (INSTRUCTIONAL STRATEGIES and L=TBC-MOSTEP # 5)

(1) Use a **variety** of instructional strategies and classroom management techniques to encourage students' development of critical thinking, problem solving, and performance skills; (2) the effective use of the **Direct Teaching Model**; (3) the nature of **Constructivist** teaching and learning; and (4) a field tested **model** that works

(2)Tips: **diagnostic **goals of social studies **social studies and cultural transmission
**content and sequence of social studies curriculum **how to teach history topics,
concepts--developing and applying historical perspective

**How to teach geography concepts and skills--developing and applying geographic perspective ** history, geography and multi-discipline instruction

**Identifying appropriate current event units ** Off the topic...but still on target?

**Extensive experience creating multi-media lessons and units

**The Lesson Plan **The Unit Plan

(3) READ: Teaching-Learning Matrix Topics:-All of Section 4"L=TBC: The Formula" and all of Section 5 "L=TBC: Models"(www.umsl.edu/~sahambr

(4) Course Info - My Gateway Discussion <http://mygateway.umsl.edu> "Instructional Strategies"

MODULE 8-- (CURRICULUM + STUDENT NEED+ ASSESSMENT-MOSTEP # 8)

(1) **Understand** and **Create** Short Term planning based on (1) observable student **need**; (2) school-based **realities**; and (3) day-to-day **variables**.

(2)Tips: **observing and interpreting student need

**Diagnostic and prescriptive

** The "Q" word....when? how? what? why? ** the "T" word re-visited

**Alternate ed. strategies

**Adjusting to weekly school schedule

**Short-term adjustment of content and sequence of social studies curriculum

** Dealing with current events as subject matter

**A new role for evaluation

**Alternative assessment

** Lessons plans.... relationship between variety+familiar sequences/strategies

**Evaluating evaluations...the electronic gradebook can help with thi

(3) READ: Various Handouts, Aux. Text ,Teaching-Learning Matrix Topics: -All of Section 6 "Meeting Student Needs" www.umsl.edu/~sahambr

(4) Course Info - My Gateway Discussion <http://mygateway.umsl.edu> same as Module # 2, above.

MODULE 9-- (PROFESSIONAL DEVELOPMENT-MOSTEP # 9)

(1) Survey Staff Development practices and issues; and **(2) The Theory Application Packet**--an opportunity for **Reflective** Thinking and Reflective Practice

(2) Tips: **two traps to avoid **what does not work **what does work **mentoring

**peer coaching **power of reflective thinking

(3) READ: Text Teaching-Learning Matrix Topics: 2.5 and 10.1-"The Library"
www.umsl.edu/~sahambr

MODULE 10-- (PARTNERSHIPS-MOSTEP # 10)

(1) Forming partnerships; **(2) Community** resources **(3) Communicating with Support Staff** **(4) Communicating with Parents** **(5) Collaborating** on the Unit Plan

Tips: **acquiring resources

**Open, meaningful communication

**Planning ahead + Just in Time..both are needed

**Student-teacher conferences **progress reports **Parent-teacher conferences

**Evaluating evaluations...the electronic gradebook can help with this

READ: Teaching-Learning Matrix Topics: 6.4+6.5 www.umsl.edu/~sahambr

(4) Course Info - My Gateway Discussion <http://mygateway.umsl.edu> "Partnerships"

MOSTEP # 11 Addressed throughout previous 10 Modules

THE NATURE OF A UNIT PLAN:

A history textbook is subdivided into chapters each organized around either a cluster of related historical people or "cause agents" or around a dominant historical event. The internal logic of expository writing and the expansive descriptive power of narration establish historical causation and introduce the "main players" in the topic at hand. A history term paper narrows its focus on specific people or events, surveys relevant historical causality discussions, and

hypothesizes a defended, but limited, interpretation of both what happened and its importance or significance. In their attempt to inform and convince, both a history text and a term paper have an interested, but ultimately passive audience in mind.

A social studies unit plan is different.

The necessity to inform and even to convince is still present; ...but also the need to develop skills and concepts in the students. Opportunities to develop reading, thinking, and communicating skills must be embedded in the educational activities offered in the instructional unit plan. Like the textbook and term paper, the unit plan focuses on specific people, period, or events; but a unit plan, of its nature, is designed for an active audience that is engaged in the acquisition of information, the building of understandings and knowledge, and the necessity to communicate what has been learned.

DEVELOPING CONCEPTS:

The social studies unit plan must not be a "watered down" survey of content and experiences loosely related to history, geography, or political science topics. It must be not an information dump designed to "cover" the text or keep students "busy" for an arbitrary period of time. The unit plan must have focus and purpose. It must have the potential to create and develop a teaching-learning process which can result in students developing certain skills and understandings. Social studies unit plans should be concept-based.

THE PROCESS:

Concept-based unit plans emphasize a systematic instruction concerning facts (details), concepts (ideas and explanations which derive their definition and multi-layered meanings from an analysis of what is common among several related facts, details, and examples), and generalizations (supported statements which express the relationship among several concepts). An especially effective way to teach concepts is to provide in a cyclical fashion learning experiences based on several sources of information which is explained and analyzed so as to form more and more layers of meaning to the original simple definition-now-grown-into a concept. The unit plans either starts with the generalization (with the rest of the unit leading the students to proving its validity and discovering its boundaries) or ends with the generalization (formed from a conclusive discussion or the building of a broad explanation concerning the relevance, importance, and application of the several concepts taught in the unit).

THE CONTENT: WHERE IT COMES FROM.....WHERE IT IS GOING:

This is the Information Age... Students need to learn how to learn...learn how to find, interpret, explain, and process a variety of information sources. It is best that units be built supported by information from a variety of sources in addition to the textbook: printed material, electronic material (internet, etc.), and multi-media based material. A unit should present information, encourage the development of knowledge and explanations concerning the facts from a wide variety of sources, and provide the opportunity for students to communicate (through multimedia enhanced presentations or projects) what they have learned. Thus, content from a variety of

sources, systematically encountered is transformed into a (multimedia) form, which in turn simultaneously demonstrates knowledge acquired and builds resources from which other students could interact and learn.

A FAQ: How to determine whether a given body of curriculum content, time permitting, should be included in the unit plan?

An important "rule of thumb": If the content or educational activity is related to the concepts being taught and if it clarifies and further develops those concepts, then it should be included.... If not, then not. The issue of conceptual integrity is important in order to maintain focus and purpose in the student's learning.

EDUCATIONAL ACTIVITIES: WHAT THE TEACHER IS DOING...WHAT THE STUDENTS ARE DOING:

Too often, unit plans describe in detail what the students are doing from day to day and lesson to lesson. It is equally important to identify what the teacher is doing to support, evaluate, and adjust to the needs of the students. This implies that the unit plan is a solid piece of long-range planning which needs to be fine-tuned on the spot every few days and sometimes within individual lessons. The quality of adjustment can be improved if the teacher anticipates the need for such.

In general, a 4-week unit should allow change of roles by the teacher and students:

1. First few days: focus on the time-duration and conceptual boundaries of unit... state the "problem to be solved" or "big topic" to be learned.
2. 1 week... very teacher directed...students receiving direct instruction
3. The next week.... Students process the information they have received. Active learning, teacher-directed and student-directed discussions.... forming connections ... applying concepts to new situations or problems to be solved.
4. Next 1/2 week... students review and prepare presentations, projects, etc.
5. Last 1/2 week... Evaluation... in addition to "traditional tests" ..Students give presentations or whole class engages in activities, which require them to relate to, and make connects among all the topics, concepts and skills introduced and developed in the unit.

THE LESSON PLAN.... THE STRUCTURE...THE TRAP:

Conceptually based unit plans are structured around properly sequenced daily lesson plans. Keep in mind the power of cyclical teaching. ..introducing a concept with one lesson, teaching content related to other concepts on intervening days, and 2 or 3 days later giving further instruction on the "already introduced" concept ... and so on. Thus, each additional educational activity further develops the student's understanding of the concept and his ability to relate that concept to other circumstances.

The lesson plan itself should contain some or all of the following parts:

1. Get the students focused on, interested in the "topic of the day". (Brief and spontaneous)
2. Relate the beginning of today's lesson to yesterday's or tomorrow's lesson as appropriate. (Brief.... but transitions are just as important here as they are in essay writing).
3. In terms the students will understand, explain the objectives and overview of the day's lesson (very brief).
4. Direct teaching: Teacher explains, demonstrates, etc. concept or skill to be developed that day. (10 min)
5. Active Learning: Students engage in some active (or quiet) educational activity, which gives them the opportunity to internalize the concept or practice the skill. (By self or group...15 min)
6. Teacher directed: New problem or situation or activity presented to students which requires them to apply the skills just practiced or concept just introduced. (10 min... maybe as homework also)
7. Evaluation: can be short quiz... but does not have to be quiz as such... Can be informal summary of the lesson, answering questions of students as well as asking them... the teacher must OVERTLY make the connection between what was just done in class and what is coming tomorrow or with the conceptual sequence being developed in the unit. HOW today's class relates to the whole unit.

--- There are two traps to avoid. (1) Don't assume that just because the objectives on paper are clear to you the teacher.... And don't assume that just because the activities and content of the unit is organized into some dynamite sequence... that students will automatically learn. automatically recognize the connections. The development of real understanding in the short attention span TV-Video Games world of today's youth is dependent upon active Coaching" by the teacher to make the student aware of his or her learning process.... (2) Help the students be aware of the fact they are actually learning something.

Models of this kind of unit can be found at www.umsl.edu/~sahambr

INTRODUCTION **Our Vision**

The University of Missouri-St. Louis 21st Century College of Education, as part of Missouri’s public, metropolitan, land-grant, research University, will be a leader in developing educators for instructional, leadership, research and other roles in traditional and non-traditional learning communities. The College is a collaborative teaching and learning environment for educators and is committed to significantly advancing the quality of teaching, learning, and research as it serves a dynamic, technologically advanced and diverse metropolitan community.

What We Believe

<p>Education is necessary and valuable for enhancing the lives of individuals and for improving society by examining, creating, and sharing knowledge</p>	<p style="text-align: center;">Our Conceptual Framework</p> <p>The University of Missouri-St. Louis College of Education prepares educators for the challenges they face now and in the future. The Conceptual Framework, and Knowledge Base upon which it is built, expresses our commitment to engaging in multiple contexts, working with diverse individuals and communities, promoting and supporting social justice, developing and working in collaborative partnerships, and promoting and engaging in quality educational practice. In these ways, we create a dynamic relationship between what the student knows and the integration of new understandings, recognizing that this understanding comes about through social interactions, critical inquiry, and reflection.</p>
<p>Effective educators understand, embrace, and celebrate diversity.</p>	
<p>Effective educators recognize inequities and act in ways that bring about social justice.</p>	
<p>Effective educators use diverse, culturally responsive strategies to provide for the individual needs of all learners.</p>	
<p>Effective Educators practice and model professional and ethical behavior.</p>	
<p>Effective educators practice and model active research and seek external support for that research.</p>	
<p>Effective educators use technology to increase student engagement and expand learning opportunities for all learners.</p>	<p style="text-align: center;">Our Work</p> <p>Our Vision, Beliefs and Conceptual Framework are evidenced throughout our work. This work is specified in the various documents defining the College’s Curricula, Standards for Performance, Strategic Plans, and Assessment Systems. These elements are housed in the following:</p> <ul style="list-style-type: none"> • The Futures I and Futures II Reports • The Student Guidebooks • Our course syllabi <p>Ongoing Program Improvement System</p>
<p>Reflective educators make decisions about best practice informed by existing and emerging research.</p>	
<p>Successful learners and effective educators engage in self-reflection, critical inquiry, and creative endeavors.</p>	
<p>Active engagement is vital to learning</p>	
<p>Continuing research is essential to inform practice, enhance the community, and advance the professions and the mission of the university.</p>	
<p>Partnership and collaboration among educators, other professionals, parents, students, and the community at large are essential to the learning process.</p>	
<p>Lifelong learning and professional development are critical to the efficacy of educators and the community in a constantly changing world.</p>	
<p>An organization’s structure must be consistent with and supportive of its vision.</p>	