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|  | **MAT 703B: Effective Teaching strategies  for high school social studies** Summer II 2020 |

**INSTRUCTOR INFORMATION** **COURSE INFORMATION**Professor: Brian McDonald Meetings: Wednesdays and/or Fridays, 9:00am-12:00pm  
Cell Phone: 919-360-5837 Credit: 3 graduate credit hours (part of MAT 703)  
Email: brian.l.mcdonald@duke.edu Co-requisites MAT 702: Educating Adolescents   
Office Hours: By Appointment MAT 703A: Effective Teaching Strategies   
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**READINGS & RESOURCES**

**Books & Online**

* Understanding by Design (Grant Wiggins, Jay McTighe)
* [National Council for the Social Studies](https://www.socialstudies.org/) (NCSS) and [Social Justice Standards](https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf) (Teaching Tolerance)
* North Carolina Department of Public Instruction
  + [K-12 Standards, Curriculum and Instruction](https://www.dpi.nc.gov/districts-schools/classroom-resources/k-12-standards-curriculum-and-instruction/standard-course-study)
  + [North Carolina Testing Program](http://www.ncpublicschools.org/accountability/testing/) (NC Department of Public Instruction)
  + [Digital Learning NC](https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-teaching-and-learning/digital-learning-nc) (NC Department of Public Instruction)
* [Framework for 21st Century Learning](https://www.battelleforkids.org/networks/p21/frameworks-resources) (P21 - Partnership for 21st Century Skills)
* [edTPA](http://www.edtpa.com/Home.aspx) (Educative Teacher Performance Assessment, Pearson Education)
* Additional articles and video clips are embedded in the course schedule at the end of this syllabus

**Technology**

* [**Chalk and Wire**](http://www.chalkandwire.com/assessment-technology/) – Chalk and Wire is a Web-based ePortfolio system required for all students enrolled in the MAT Program; you will use it to submit the educational philosophy, unit plan and daily lesson plans). See the MAT 703A Syllabus for additional information.
* [**Professor McDonald’s Site**](https://learningandunlearning.weebly.com/edu-703b-teaching-social-studies.html)– Most course information is available at this site including course links, unit templates and rubrics, content resources, and additional resources. This should be the first resource you check for class.
* [**Sakai**](https://sakai.duke.edu/portal) –Course sites are automatically created for most Duke courses based on information from the Registrar’s office. Support is provided by the OIT Help Desk at 684-2200.

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**CONCEPTUAL FRAMEWORK (DUKE UNIVERSITY)**The professional teacher education unit is committed, both in our own practice and the education of our candidates, to understanding the teacher as **LEARNER** (**L**iberally **E**ducated, **A**dvocating, **R**eflective, **N**urturing, **E**ngaged, and **R**espectful). These core concepts frame our work and shape both our programming and our ways of relating to/with our candidates, school and community partners, one another, and the University. As a conceptual framework, understanding the teacher this way reflects our vision as we expect all members of our learning community to reflect these values.

**COURSE DESCRIPTION***Overview*: MAT 703B (Social Studies Methods) is designed to introduce students with the curriculum, delivery systems, materials, technology, and issues pertinent to prospective secondary social studies teachers. Students will begin the process of becoming reflective professionals, a process that will continue in their relationship with their mentor teachers and throughout their professional careers.

*Modes of Learning:* This class will include lecture/demonstration, small group work, practice teaching episodes, whole-class discussion, and written reflection. Participation and discussion will be not only crucial to the success of the class but also an expectation of everyone in the course. Students will design one unit plan accompanied by five daily lesson plans that not only incorporate the appropriate materials and methods to convey the content in different ways but also teach the skills of communication and critical thinking. Additionally, students will complete an educational philosophy.

*Faculty Advisor*: Dr. Adriane Lentz-Smith is a professor from the Department of History and author of *Freedom Struggles: African Americans and World War I* which “looks at the black freedom struggle in the World War I years, with a particular focus on manhood, citizenship, and global encounters.” In serving as the faculty advisor for Social Studies candidates, Dr. Lentz-Smith will assist course planning and preparation.   
  
*Course-Related Field Experience:* Because of the extensive and intensive internship during the subsequent school year, there is no field experience related to MAT 703B.

*Diversity*: Though this course begins to address issues involved with teaching a range of diverse students including gifted students, English Language Learners, and students served by the EC program through instruction, these topics will be explored in more depth in during your additional courses.

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**KEY EVIDENCES**Key evidences are embedded in courses required of licensure candidates and have been aligned with the North Carolina’s Professional Teaching Standards and the Knowledge, Skills, and Professional Dispositions expected of the Unit’s candidates. Examples of key evidences include: research papers, curriculum units, assessment plans, critical reflections on leadership, etc. The way in which these tasks are assessed remains the same despite the instructor assigned to the course. In doing so, these key evidences have become the means by which the Unit monitors and assesses the most significant candidate learning outcomes in a program of study. Instructors register data on candidates’ performance on key evidences in courses using the Chalk and Wire Assessment System.

The key evidences for this course are:

* A statement explaining your philosophy of teaching high school social studies.
* One fully-developed unit plan (covering 2-3 weeks of study on a high school schedule appropriate for one of the courses you will be teaching during the fall semester of your internship (e.g., World History, American History I, American History 2, Psychology, Civics and Economics).
* **Detailed** daily lesson plans for the unit you created based on your assigned school.
  + Traditional Schools – As a result of their schedule, you will create 5 daily lesson plans
  + Durham School of the Arts – Because of their schedule, you will create 8 daily lesson plans.

**COURSE GOALS & OBJECTIVES**

* **Goals:** This course is intended to impact three of the five KSDs that govern the MAT Program. MAT 703B will provide you with the necessary background knowledge and some practical experience in honing your teaching skills; however, the fulfillment of these standards and indicators will occur during your fall and spring internship.   
  + KSD 3: Candidates demonstrate core content knowledge in the academic area for which they seek state licensure. *Indicators:*
    - Candidates align instruction with the NC Standard Course of Study.
    - Candidates recognize connections within and between content areas/disciplines.
    - Candidates present content to students in meaningful and relevant ways.
  + KSD 4: Candidates use a variety of effective instructional methods to positively impact student learning. *Indicators:*
    - Candidates utilize the basic principles of child and adolescent psychology to nurture both the cognitive and affective domains.
    - Candidates communicate content, concepts, goals, and standards effectively.
    - Candidates competently integrate 21st century skills (critical thinking, problem solving, collaboration, and leadership skills) and technologies into their teaching.
    - Candidates design a fair and equitable assessment system.
    - Candidates consistently monitor student growth.
    - Candidates establish a community of learning.
  + KSD 5: Candidates practice regular reflection to increase their effectiveness in the classroom and to grow and thrive in their profession. *Indicators:*
    - Candidates set professional goals and monitor progress in meeting them
    - Candidates engage in systematic reflection to analyze the impact their instruction has on student learning.
    - Candidates modify their practice accordingly to ensure all students exhibit growth.
* **Objectives & Alignment:** The objectives for this course are grounded in the North Carolina Professional Teaching Standards and the Professional Knowledge, Skills, and Dispositions (KSDs) identified by the Professional Education Unit. These standards provide guidelines and delineate what students are to know or demonstrate by the end of the course. As a result of this course, you will be able to:  
  1. Demonstrate depth of understanding in your chosen content area [KSD 3] through *coursework and your educational philosophy.*
  2. Align *unit and lesson plans* with the NC Essential Standards [KSDs 3 & 4].
  3. Design a *unit of study* using the *Understanding by Design* “backwards design” framework. [KSDs 3 & 4].
  4. Develop and assess performance tasks, *through your unit plan and daily lesson plans* that require students to demonstrate understanding of key learning outcomes [KSD 4].
  5. Design *lessons* using a variety of research-based “best practice” strategies [KSD 4].
  6. Reflect on your reading, your classroom experiences, and your emerging philosophy of teaching your content area [KSD 5] through *written reflection, discussion, and assignments*.

**GRADING PROCEDURES**  
Major course assignments—the philosophy statement and the unit plan—will be assessed using rubrics within the Chalk and Wire Assessment System for this course. Each element of each rubric is assessed as “emerging,” “developing,” “proficient,” or “accomplished.” Work receiving an overall score comparable to “proficient” or “accomplished” will be given a grade of A toward the course grade while work receiving an overall score comparable to “developing” will be given a grade of B toward the course grade. Work not meeting the expectations will be considered unacceptable and must be revised and resubmitted for assessment. (*Note: by the completion of the MAT program, all students must achieve a level of “proficient” on all standards in order to be recommended for teaching licensure*.) The evaluation of each student’s performance will be an average of your permance in this course and 703A: Effective Teaching Strategies. This course grade is assessed on the following components:

1. Unit Plan 70% (Overall Plan – 20%, Daily Lesson Plans – 50%)
2. Participation 15% (Discussion Leads, Attendance, Engagement)
3. Philosophy 15%

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**COURSE POLICIES AND GUIDELINES**

**Institutional Policies**

* [**Academic Integrity**](https://integrity.duke.edu/graduate/index.html) **–** Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the Duke Community Standard:
  + I will not lie, cheat, or steal in my academic endeavors;
  + I will conduct myself honorably in all my endeavors; and
  + I will act if this Standard is compromised
* [**Class Attendance and Missed Work**](http://trinity.duke.edu/undergraduate/academic-policies/class-attendance-and-missed-work) **–** It is expected that you will follow the proper procedures if you are absent from class due to religious observances, illness or athletic participation. Speak with me if there are issues.
* [**Disability Statement**](https://access.duke.edu/requests) **–** Students with disabilities who believe that they may need accommodations in the class are encouraged to contact the Office of Services for Students with Disabilities at [disabilities@aas.duke.edu](mailto:disabilities@aas.duke.edu) or 684-5917 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.
* [**Due Process and Grievance Policy**](http://trinity.duke.edu/undergraduate/academic-policies/course-grade-complaints) – Students with a grievance should discuss the matter with the instructor (for grade disputes) or the director of undergraduate studies in the relevant department (for all other matters). If no satisfactory resolution is reached at this level, the student may address, in turn, the department chair, the senior associate dean for academic affairs, and the dean of Arts and Sciences.
* [**Academic Policies and Procedures for Graduate Students**](https://gradschool.duke.edu/academics/academic-policies) – All other policies that govern the graduate students are available through the Duke website. Questions should be directed to your professor, chair, or dean.

**Instructor Policies**

* Attend all classes – Students should not miss class; let me know if you have any issues.
* Be “present” – Participation in class discussion and activities is expected; cell phone use is not.
* Complete all work on time – Readings are crucial to class discussion; late assignments are not accepted.

**COURSE SCHEDULE**

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| **Class** | **Date** | **Topics** | **Homework Due Next Class** |
| 1 | Thursday, July 3  9:00am-12:00pm | Introductions, Revisited: Why Social Studies?  Course Overview   * Warm-Up: *“The Strip Search of an 8th Grade Girl”* * Review Course Syllabus * Website Resources and Templates   *Guest: Dr. Adriane Lentz-Smith, Faculty Advisor* | *Read and be prepared to discuss:*   * [A Vision of Powerful Teaching and Learning in the Social Studies](https://www.socialstudies.org/publications/socialeducation/may-june2016/vision-of-powerful-teaching-and-learning-in-social-studies)   *Read and be prepared to present on:*   * Dorcus - [Academic Freedom and the Social Studies Educator](https://www.socialstudies.org/publications/socialeducation/may-june2016/academic-freedom-and-social-studies-teacher) * Robert – [Bring Back Social Studies](https://www.theatlantic.com/education/archive/2013/09/bring-back-social-studies/279891/) * Kelly – [Challenging History: Essential Questions in the Social Studies Classroom](https://www.socialstudies.org/publications/socialeducation/october2008/challenging-history-essential-questions-in-the-social-studies-classroom) * Phillip – [Tips and Tricks for Engaging Students in Social Studies Instruction](https://civics.sites.unc.edu/files/2012/05/SocialStudiesStrategies1.pdf)   *EVIDENCE: Review and plan your Educational Philosophy* |
| 2 | Wednesday, July 8  9:00am-12:00pm | Warm-Up – NC Teaching Standards: Themes of Social Studies: [National Curriculum Standards for Social Studies: Chapter 2 – The Themes of Social Studies](https://www.socialstudies.org/standards/strands)  Presentations & Discussion | *EVIDENCE: Complete your Educational Philosophy*  *Confirm your fall unit with your mentor teacher; review templates and begin planning.* |
| 3 | Friday, July 10  9:00am-12:00pm | Lesson Planning   * Video: Why Teachers Teach but Kids Don’t Learn * Review Understanding by Design * Essential Questions & Big Ideas   Guest Speaker: Mrs. Kelly Stevens, K-12 Social Studies Specialist for Durham Public Schools   * Topic: Lesson Planning for Online Engagement | *Read and be prepared to discuss*   * [The Guide on the Stage: In Defense of Good Lecturing in the History Classroom](https://www.socialstudies.org/publications/socialeducation/october2009/the_guide_on_stage)   *Read and be prepared to present on:*   * Phillip – [Tampering with History: Adapting Primary Sources for Struggling Readers](https://www.socialstudies.org/publications/socialeducation/september2009/tampering_with_history) * Kelly – [Listening for History: Using Jazz Music as a Primary Source](https://www.mesaartscenter.com/download.php/engagement/jazz-a-to-z/resources/archive/2016-2017/teacher-resources/listening-for-history-using-jazz-music-as-a-primary-source) * Robert – [Picturing Women: Gender, Images, and Representation in Social Studies](https://www.socialstudies.org/publications/socialeducation/october2006/picturing-women-gender-images-and-representation-in-social-studies) * Dorcus – [Classroom Simulations: Proceed with Caution](https://www.tolerance.org/magazine/spring-2008/classroom-simulations-proceed-with-caution)   *EVIDENCE: Work on Unit Plan and Daily Lesson Plans* |
| 4 | Friday, July 17  9:00am-12:00pm | Instruction, Part 1 – Instructional Strategies   * Activity: Constitutional or Unconstitutional * 99 Ways to Teach Your Content   Article Discussions  Guest Speaker: Joe Holthaus, Department Chair and Social Studies Teacher at Jordan High School (Durham, NC)   * Topic: Best Practices | *Review Differentiation in Practice: A Resource Guide For Differentiating Curriculum and come up with two examples for each of the ways to differentiation (5 classroom elements, 3 student characteristics)*  *EVIDENCE: Work on Unit Plan and Daily Lesson Plans* |
| 5 | Wed., July 22  9:00am-12:00pm | Instruction, Part 2 – Differentiation   * Review Differentiation * [Video: Learning Styles and the Importance of Self-Reflection](https://www.youtube.com/watch?v=855Now8h5Rs) * Differentiation Examples   Guest Speaker: Mrs. MK Bailey, Social Studies Teacher at Minnechaug Regional High School (Wilbraham, Massachusetts)   * Topic: Differentiation in the Social Studies Classroom | *Read and be prepared to discuss*   * [An Approach to Integrating Writing Skills into the Social Studies Classroom](https://www.socialstudies.org/publications/socialeducation/january-february2011/an_approach_to_integrating_writing_skills_into_social_studies_classroom)   *Read and be prepared to present on your article:*   * Robert – [Using the Geographic Perspective to Enrich History](http://www.socialstudies.org/sites/default/files/publications/se/6103/610302.html) * Dorcus – [Discussion in Social Studies: Is It Worth The Trouble?](https://www.socialstudies.org/publications/socialeducation/march2004/discussion-in-social-studies-is-it-worth-the-trouble) * Phillip – [Ten Reading Comprehension Strategies All Students Need](https://www.thoughtco.com/reading-comprehension-strategies-7952) * Kelly – [Setting Up Effective Group Work](https://www.edutopia.org/article/setting-effective-group-work) and [Group Work That Works](https://www.edutopia.org/article/group-work-works)   *EVIDENCE: Work on Unit Plan and Daily Lesson Plans; have your first two days ready by next class* |
| 6 | Friday, July 24  9:00am-12:00pm | Instruction, Part 3 – Skills  Discussion/Article Presentation: Writing, Discussion, Geographic Literacy, Financial Literacy, Group Work, Reading, Note-Taking, and Debates  Guest Speaker: Michael Chiang, Social Studies Teacher and Forest Park Senior High School (Baltimore, Maryland)   * Topic: Skills in the Social Studies Classroom | *Read and be prepared to discuss:*   * “I didn’t know what to say…”: Four Archetypal Responses to Homophobic Rhetoric in the Classroom -   *Read and be prepared to present on your article:*   * Kelly – [Understanding Unconscious Bias and Unintentional Racism](https://pdfs.semanticscholar.org/3da8/f7e03fc5617201e3768b46d5476443b251d9.pdf) * Phillip – [Isn’t Culturally Responsive Instruction Just Good Teaching](https://www.socialstudies.org/publications/socialeducation/may-june2009/isnt_culturally_responsive_instruction_just_good_teaching) * Dorcus – [Essential Characteristics of a Culturally Conscientious Classroom](https://www.socialstudies.org/system/files/publications/articles/yl_190204.pdf) * Robert – [Why Schools Fail to Teach Slavery’s ‘Hard History’](https://www.npr.org/sections/ed/2018/02/04/582468315/why-schools-fail-to-teach-slaverys-hard-history)   *EVIDENCE: Work on Unit Plan and Daily Lesson Plans; have your third and fourth days ready by next class* |
| 7 | Friday, July 31  9:00am-12:00pm | Instruction, Part 4 – Creating Your Culturally Conscious Classroom   * Article Presentation/Discussion * Review [A Class Divided](https://www.youtube.com/watch?v=1mcCLm_LwpE) * Discuss: Implications of *The New Jim Crow* for your classroom * Current Events   Guest Speaker: Jon Tyus, Social Studies Teacher at Early College High School (Durham, NC)   * Topic: A Culturally Responsive Social Studies Classroom | *Read and prepare to discuss*   * [Turning on the Lights: What Pre-Assessments Can Do](https://www.huhs.org/staffForms/PreAssessment_Article.pdf)   *Read and be prepared to present on your article:*   * Dorcus – [No Penalties for Practice](http://ehsassessment.pbworks.com/w/file/fetch/47875374/no) * Robert – [Creating Student-Friendly Tests](https://pdfs.semanticscholar.org/acab/9ab0ab33851c37aafa2c8307cb0c3967acb2.pdf) * Kelly – [Show Us What Homework’s For](http://www.ascd.org/publications/educational-leadership/sept10/vol68/num01/Show-Us-What-Homework's-For.aspx) * Phillip – [Re-dos and Retakes Done Right](https://www.math.arizona.edu/~vbohme/Redos%20and%20Retakes%20Done%20Right.pdf)   **FINISH UNIT PLAN** |
| 8 | Wed, August 5  9:00am-12:00pm | Instruction, Part 5: Assessment   * 15 Ways to Check for Understanding * 22 Powerful Closure Activities * Differentiated Assessment * The Growth Mindset, Revisited   Guest Speaker: Katie Adkins, Social Studies Teacher at Bassett High School (Bassett, Virginia)   * Topic: Project Based Learning   and Rubrics | *Read, annotate and be prepared to present your assigned article:*   1. [19 Big and Small Classroom Management Strategies](https://www.edutopia.org/blog/big-and-small-classroom-management-strategies-todd-finley) 2. [Reducing Student-Behavior Problems: Notes From a High School Teacher](https://www.edweek.org/tm/articles/2013/10/14/cm_barnwell.html) 3. [7 Simple Steps to Maintain Classroom Culture](https://www.edutopia.org/discussion/7-simple-steps-maintain-classroom-culture) and [5 Innovative Ways to Create Positive Classroom Culture](https://www.edutopia.org/discussion/5-innovative-ways-create-positive-classroom-culture) 4. [Restorative Justice in Schools: An Overview](https://www.cultofpedagogy.com/restorative-justice-overview/) 5. [21 Simple Ways to Integrate Social-Emotional Learning throughout the Day](https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day/) |
| 9 | Friday, August 7  9:00am-12:00pm | Classroom Management | Bring a lesson that you used to our next class (Wed., Sept. 8) |
| Fall 1 | Wed. September 8  6:00pm-8:00pm | Academic Language – edTPA  Classroom Experiences Reflection  Effective and Ineffective Strategies | Bring an assessment that you used to our next class |
| Fall 2 | Wed. October 28  6:00pm-8:00pm | Culturally Responsive Teaching, Revisited  Classroom Experiences Reflection  Spring Semester Observations | Prepare for Spring Semester Observation |
| Spring | Wed., February 10  6:00pm-8:00pm | Leading Through Teaching  Classroom Experiences Reflection  Group Work Evaluation |  |