



HIED 3010
History Curriculum and Planning
For the Secondary Classroom
Spring 2018
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William Morgan

Office: 237 Speight Bldg.

Phone: (252) 561-6976

Email: MORGANWI@ecu.edu

Class meeting time and place: T 1:00-2:50; 301 Speight and South Central HS

Office hours: T 9:00 am -10:00 am; T 11:00 am-12:00 pm; or by appointment

Required texts:

Wineburg, S., Martin, D., and Monte-Sano, C. (2012). *Reading like a historian: Teaching literacy in middle and high school history classrooms*. Teachers College Press.

Required resources:

TQP website docs – accessed online at <http://www.ecu.edu/cs-educ/SecondaryISLES/index.cfm>

Common Core State Standards for social studies - accessed online at

<http://www.corestandards.org/ELA-Literacy>

NC Essential Standards for 9-12 social studies – accessed online at

<http://www.ncpublicschools.org/acre/standards/new-standards/#social>

Course Description:

HIED 3010 is designed to provide needed additional content-specific pedagogical skills and field experiences for History Education majors prior to Senior I. The course enables History Education students to study concepts including classroom management, lesson plan development, and instructional strategies and methodologies in secondary social studies. Practicum observations and teaching lessons in high school social studies classrooms are required components.

Objectives:

Upon completion of the course, students will be able to:

1. Plan lessons and activities appropriate for meeting instructional objectives in a secondary social studies class.
2. Investigate a variety of social studies teaching strategies that facilitate instruction most effectively.
3. Evaluate and modify general and content specific instructional procedures based on personal reflection and feedback from peers and other educators.
4. Examine and utilize different learning taxonomies in the development of social studies unit plans.
5. Analyze, create, and evaluate a variety of instructional strategies for use in the social studies classroom.
6. Show understanding of the use of technology in providing social studies instruction.
7. Participate in, analyze, and evaluate the significance of a variety of general and content specific educational experiences in a public school setting.
8. Demonstrate professional aptitudes appropriate for the secondary social studies classroom setting.
9. Discuss and evaluate the utility of various classroom management strategies and incorporate effective strategies in actual teaching situations and in social studies lesson plan preparation.

TQP – As a result of ongoing teacher education reform initiatives as a result of ECU’s involvement with the Teacher Quality Partnership grant, a number of revisions have been made to this and other HIED courses. Introduction to ISLES-S modules, TPACK-related assignments, and revisions based on Common Core State Standards are just a few of the exciting new things embedded in this and other HIED courses. In this syllabus, any TQP modified assignments or tasks are highlighted in the course calendar.

Attendance:

Students are expected to attend class and participate fully as a demonstration of professionalism and positive work habits. Students are allowed one unexcused absence during the course of the semester. Only absences with prior approval by the instructor or university approved absences with appropriate university documentation will be accepted after the unexcused absence has been used. Unexcused absences beyond the allowance will result in a 3 point deduction from the final grade. Attendance is defined as being present, on time, and prepared. Three late arrivals or early departures equal one unexcused absence.

At the practicum site - As about 1/3 of the course is to be held off campus at a local high school, it is imperative that you are present and on time to the practicum site for each of the sessions held in the practicum setting. If some unfortunate circumstance (sickness, automobile trouble, etc.) should arise, it is MANDATORY that you contact the instructor(s) and your cooperating practicum teacher immediately. Tardies to the practicum site will be treated as absences and you may not be allowed to attend the practicum class on that day resulting in a failing grade for the course. Be present and be on time for the practicum experience

Assignment turn-in:

All assignments are due at the beginning of class on the date indicated on the syllabus. Original Blackboard postings are to be submitted by 8:00 p.m. on the date indicated on the syllabus. Responses to postings are to be submitted no later than 11:00 pm on the Wednesday following the original posting date. Assignments turned in late will be lowered 8 points for each weekday past the due date. All assignments must be word-processed using standard size (10 or 12 pt.) traditional font (Times New Roman, Arial, Courier New).

General information:

Academic integrity – All students are held to the Honor Code of East Carolina University. Any violation of the Honor Code will be reported. It is your responsibility to be aware of East Carolina University’s Academic Integrity Policy. This policy is available online and in the university catalog. Any forms of cheating or plagiarism are included. Academically violating the Honor Code consists of the following:

- A. Cheating -Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
- B. Plagiarism -Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's original work.
- C Falsification -Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.
- D. Attempts -Attempting any act which if completed would constitute an academic integrity violation as defined herein.

Support for students with disabilities – East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Services located in Slay 138 to verify the disability before any accommodations may occur. The telephone number is 737-1016.

Severe Weather Information – The ECU emergency information hotline is 328-0062. Information regarding class cancellation due to severe weather is also available on the university website.

Grading Scale: A minimum grade of C (a 73 or above) is required in this course (and all other UD courses) for advancement in the History Education program.

Grade	Range	Quality points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
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C-	70-72	1.7
D+	67-69	1.3
D	63-66	1
D-	60-62	.7
F	Below 60	0

- YOU MUST COMPLETE AND PROPERLY SUBMIT **ALL** COURSE REQUIREMENTS TO PASS THIS CLASS. FAILURE TO COMPLETE **ANY ONE** OF THE REQUIRED ASSIGNMENTS WILL RESULT IN A GRADE OF “F” FOR THE COURSE.
- NO INCOMPLETES will be given.

Requirements:

Content and planning module (10%) – Using the content module you created in HIST 3000, you will create a comprehensive content and planning module for that unit content topic. A template will be provided for this module.

Unit analysis map (15%)– Using the format learned in HIED 3001 and reviewed in this class, you and a group of classmates will create a complete unit analysis map from one of the unit topics derived from our unit content outline activity.

Unit lesson plan (10%) – Using the format from your practice lesson plan, you will create a lesson plan for one of the lessons in your World History unit (see Unit content outline and unit pre-planning grid above). Your lesson will be evaluated based on its appropriate use of each of the steps in the six-step lesson model and on its effectiveness in presenting unit content. This assignment should be submitted to the appropriate assignment link in Bb by the date specified on the syllabus.

Observation journal (5%) – While observing your cooperating practicum teacher during the practicum experience, you will complete a formal, descriptive observation using a protocol provided to you by your HIED instructor. These observations should be detailed and should address each prompt explicitly.

Practicum teaching experience (35%) – With the advice and consent of your practicum teacher you will **plan** three lesson segments (2 co-taught with a 3010 partner and one solo lesson) to be delivered at your practicum site in the practicum classroom (two of which will be videoed). These lesson segments will compliment the overall lesson being delivered by your practicum teacher and must utilize at least one of the strategies for content or content literacy development we discuss in this class. Both your content and your methodology will need to be explicitly detailed and will need to have prior approval by your practicum teacher. This assignment should be submitted to the appropriate assignment link in Bb by the **Friday prior** to your teaching in the field. You will then **teach** the lesson segments in your practicum setting (2 co-taught with a 3010 partner and one solo lesson). This lesson segment will compliment the overall lesson being delivered by your practicum teacher on that day. Your delivery of the lesson segment will be evaluated in two ways: (1) by your HIED instructor (via video submitted for two lessons) and (2) by your cooperating practicum teacher. Specific and detailed rubrics will be used for these evaluations. The course instructor(s) will also be on hand and will conduct pop-in observations of your teaching. Using a format provided by the course instructor, you will then **reflect** upon your performance in teaching the practicum lesson by completing a formal reflection. You will share your thoughts from your reflection in the in-class debriefing exercise in the week following the practicum experience. This assignment should be submitted to the appropriate assignment link in Bb by the date specified on the syllabus.

HIED Content Literacy Modules (15%) – Reading is vital to the study of history and social studies. Yet many teachers struggle with how to teach their students how to read historical texts and analyze sources of varying types. In this course, you will complete three content literacy modules that address various types of texts history teachers and students must face. These modules require that certain assignments be completed and you will submit those as directed in the modules in a variety of innovative formats. NOTE: If ISLES-S 2 was not completed in 3001, it will be completed in this course and will count here.

Cooperative and collaborative learning module (5%) – You will access a series of online informational modules and complete a quiz using the Socrative assessment interface.

Final exam (5%) – At the conclusion of the course there will be a final exam that will evaluate your comprehensive understanding of course content and measure your effectiveness in applying skills and strategies developed in the course.

Requirement summary:

Content and planning module	10%
Unit analysis map	15%
Unit lesson plan from UAM	10%
Practicum observation journal	5%
Practicum teaching and PLC activities	35%
Content literacy modules	15%
Cooperative learning module quiz	5%
Final Exam	5%
	100%

- Students must receive a grade of C or better in this class in order to begin their internship. NO INCOMPLETES will be given.
- YOU MUST COMPLETE AND PROPERLY SUBMIT **ALL** COURSE REQUIREMENTS TO PASS THIS CLASS. FAILURE TO COMPLETE **ANY ONE** OF THE REQUIRED ASSIGNMENTS WILL RESULT IN A GRADE OF “F” FOR THE COURSE.

HIED 3010 Calendar

Date	HIED Topic	Reading/Assignment
Jan. 9* (ECU)	NC Social Studies essential standards- the “what” of instruction – world history content outline exercise Intro to C3 Framework	Begin reading Wineburg’s Reading Like a Historian (due 2/6/18) HIED - Read C3 Framework documents
	Collaborative reflective seminar – How do the standards mandate/support the history/literacy connection?	
Jan. 16 (ECU)	Follow-up C3 framework Unit planning review – moving from what we want them to learn to how we help them learn it	HIED – Content planning module extension (first part completed in HIST 3000) due in assignment link in Bb by 11:59 pm on Monday 1/22
Jan. 23 (ECU)	The signs of a solid social studies lesson – what should I look for in a lesson? HIED lesson plan conceptual framework and activities for each segment	HIED – Draft of 3 day Unit analysis map (UAM) due in assignment link in Bb by 11:59 pm
Jan. 30* (SCHS) 11:45-3:30	<i>Orientation to the practicum site – facilitated by SCHS administration and teachers</i> <i>Observe 4th period lesson</i>	HIED – (a) Draft of one lesson from UAM due in assignment link in Bb by 11:59 pm; (b) submit observation journal for field observation to assignment link in Bb by 11:59 pm
Feb. 6 (ECU/SCHS)	Reading like a Historian *Rosa Parks and the Montgomery Bus Boycott Collaborative reflective seminar – lesson study (video analysis) on elements of literacy integration in social studies/history Holly Fales Presentation <i>**Schedule observation with assigned cooperating practicum teacher (90 minute lesson). Preliminary meeting with cooperating teacher to discuss expectations and protocols.</i>	HIED – (a) Upload 2-3 minute “Self-reflection” video. (TBA)What teacher had the most influence on you in your school experience? (b) Fully read Wineburg’s <i>Reading Like a Historian</i> and come prepared to discuss;

<p>Feb. 13 (SCHS) 11:45 -3:30 pm</p>	<p><i>Practicum teaching (2:1 co-teaching) with assigned practicum teacher at SCHS – check practicum assignment schedule</i></p> <p><i>Video teaching segment to submit for reflection and evaluation</i></p> <p><i>Debriefing session following lesson.</i></p>	<p>HIED – (a) each partner submit copy of practicum lesson plan to assignment link in Bb by 11:59 pm; (b)Share/ Upload required PLC documents and videos with PLC partner</p>
<p>Feb. 20 (SCHS) 11:45 -3:30</p>	<p><i>Practicum teaching (2:1 co-teaching) with assigned practicum teacher at SCHS – check practicum assignment schedule</i></p> <p><i>Video teaching segment to submit for reflection and evaluation.</i></p> <p><i>Debriefing session following lesson.</i></p>	<p>HIED – (a) each partner submit copy of practicum lesson plan to assignment link in Bb by 11:59 pm; (b) work on Historical Narrative Literacy module; (c) share PLC docs and video with PLC partner; (d) Review documents and videos of PLC members prior to PLC during week of 2/27</p>
<p>Feb. 27 Scheduled PLC meeting times at ECU – see Schedule (Thursday)</p>	<p>PLC group reflections on practicum teaching – meet with assigned PLC for collective reflection</p> <p>Complete action plan by 3/3 based on feedback from PLC</p>	<p>HIED – (a) <u>Review documents and videos of PLC members prior to this date;</u> (b) work on Graphic Representations Literacy module; (c) Complete action plan by 3/3 based on feedback from PLC</p>
<p>Mar. 6</p>	<p>No class – spring break</p>	
<p>Mar. 13 (SCHS) 11:45 -3:30</p>	<p><i>Practicum teaching (1:1 schedule A) with assigned practicum teacher at SCHS – check practicum assignment schedule</i></p> <p><i>You will need to video the teaching segment to submit for reflection and evaluation. Upload to MyMediasite.</i></p> <p><i>Debriefing session following lesson.</i></p>	<p>HIED – (a) if teaching this week, submit copy of practicum lesson plan to assignment link in Bb by 11:59 pm; (b) if observing, submit evaluation of partner to assignment link in Bb by 11:59 pm (c) fully complete Graphic Representations Literacy module by 11:59 pm on 3/27</p>
<p>Mar. 20 (SCHS) 11:45 -3:30</p>	<p><i>Practicum teaching (1:1 schedule B) with assigned practicum teacher at SCHS – check practicum assignment schedule</i></p> <p><i>You will need to video the teaching segment to submit for reflection and evaluation. Upload to MyMediasite.</i></p> <p><i>Debriefing session following lesson.</i></p>	<p>HIED – (a) if teaching this week, submit copy of practicum lesson plan to assignment link in Bb by 11:59 pm; (b) if observing, submit evaluation of partner to assignment link in Bb by 11:59 pm (c) fully complete Graphic Representations Literacy module by 11:59 pm on 3/27</p>

Mar. 27* (ECU)	<p>Practicum teaching reflection (Qualtrics)</p> <p>Analyzing sources –examining a variety of texts loc.gov</p> <p>The Essential Elements of Source Analysis – Linking “Three Professors and a Primary Source” with America’s History in the Making</p>	HIED – (a) complete practicum reflection and submit by to assignment link in Bb by 11:59 pm; (b) complete classroom management investigation
Apr. 4 (ECU)	The textbook in social studies instruction	HIED – fully complete all tasks of Historical Narrative Literacy module by 11:59 pm on 4/10
Apr. 10 (online class session – no f2f class)	Complete Cooperative and collaborative learning Concept to Classroom online module linked through HIED weebly site	HIED - fully complete Historiography Literacy module by 11:59 pm on 4/17
Apr. 17 (ECU)	Introduction to 360 approach to history – Civil Rights 360	
Apr. 24* (ECU)	Combatting the “fake news” phenomena in social studies classrooms – strategies and techniques	HIED – submit revised UAM and lesson plan to assignment links in Bb by 11:59 pm
Exam	<p>Thursday, April 26 - 11:00-1:30</p> <p>Reflection on social studies and literacy</p> <p>How do common, core, NC Essential standards, and edTPA combine literacy and history and how does that impact me as a teacher?</p> <p>Annotated lesson exam – making lessons relevant to 21st century and NC Social Studies Essential Standards</p> <p>See instructor for details</p>	