Term Information

Effective Term: Autumn 2016
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Reduction in credit hours from 4 to 3.

What is the rationale for the proposed change(s)?
We are working to maintain the same number of credit hours for the MEd Social Studies program as to not add additional work to the students' already busy workload. Seminar (5195) will be increased to 2 hours while reducing 5809 to 3 hours to maintain that balance and more accurately reflect how hours in the program should be spent.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
No program requirements would change.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5809
Course Title: Social Studies Methods II
Transcript Abbreviation: Soc Stud Meth 2
Course Description: Focuses on lesson/unit planning with an emphasis on authentic learning, higher level thinking skills, global and multicultural perspectives, active learning strategies, and performance-based assessment.

Semester Credit Hours/Units: Fixed: 3
Previous Value: Fixed: 4

Offering Information

Length Of Course: 14 Week, 7 Week, 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Field Experience, Seminar
Grade Roster Component: Seminar
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus
Prerequisites and Exclusions

**Prerequisites/Corequisites**

Prerequisite: Enrollment in the Master in Education program and completion of content courses.

**Exclusions**

Not open to students with credit for 639.

Cross-Listings

Cross-Listings

Subject/CIP Code

<table>
<thead>
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<tr>
<td>Subsidy Level</td>
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<td>Intended Rank</td>
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</table>

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

**Course goals or learning objectives/outcomes**

- Questioning techniques that build higher level thinking skills. The preservice teacher demonstrates the ability to:
  - Ask questions that require students to go beyond recall of knowledge and comprehension to higher level thinking---the application
  - Analysis, synthesis, and evaluation of content. Includes motivating (questions that create interest and connections) and divergent questions (open-ended that foster creative thinking)
  - Lead a discussion to get students to think critically
  - About and articulate what they are learning (from research, readings, guest speakers, videos, news, etc.)
  - Promote educational equity by getting all students involved and participating in higher level thinking
  - Create a culture where
    - Students initiate questions and discussions in order to reach a more critical understanding of the content
    - Progress in reflecting on and improving their own teaching and learning as a professional educator
    - Recognize his/her own biases
    - And assumptions (as well as lack of knowledge or experience) towards people different from himself/herself (in gender, race, class, religion, national origin, ability to speak standard English, sexual orientation, etc.)
    - Demonstrate integrity, ethics, and a positive attitude towards all students, the community, and teaching.
  - Demonstrate the ability to communicate appropriately and effectively with students, parents, staff and administrators
Content Topic List

- Critical thinking, teaching political issues, political action, local/global connections, performance-based assessment, professionalism, using electronic technologies, team-teaching, personalization, mastery learning

Attachments

- SSMethods2.pdf
  (Syllabus. Owner: Augustine,Tami Ann)

Comments

- Approved by GSC. (by Mercerhill,Jessica Leigh on 12/11/2015 02:48 PM)
- Updated syllabus attached (by Augustine,Tami Ann on 11/12/2015 02:49 PM)

Workflow Information

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<td>11/06/2015 10:10 AM</td>
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<td>Mercerhill,Jessica Leigh</td>
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<td>Odum,Sarah A. Zircher,Andrew Paul Warnick,Bryan R. Achterberg,Cheryl L</td>
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The Ohio State University  
Department of Teaching and Learning  
Social Studies Methods II  
EDUTL 5809 (3 credit hours)  
Arps Hall 243  
Monday 12:40 – 3:20pm  

Instructor: Dr. Tami Augustine  
Office: Arps 207  
Mailbox: Arps 327  
Email: augustine.19@osu.edu  
Phone: 614.292.7078 (office)  
Office Hours: By appointment and Thursday 10:00 – 12:00pm (confirm appointment)  
Skype Hours: Wednesday 5:00 – 6:00pm (confirm appointment) – tami.augustine1

COURSE OVERVIEW

Teacher candidates preparing to work in schools must demonstrate content, pedagogical, and professional knowledge, skills, and dispositions necessary to be effective educators for diverse groups of learners. This course will focus on the study of current theories and practices in the teaching and learning of the historical, cultural, geographic, economic, and socio-political aspects of social studies for the adolescent learner. Emphasis is placed on including global education, social justice, and citizenship education in the secondary social studies classroom while also meeting the requirements of state and national standards. This will be accomplished by focusing on strategies, methods, lesson planning, and best classroom practices relevant to the teaching of social studies.

Note: This syllabus is subject to change. Changes will be announced.

GOALS AND OBJECTIVES

Teacher candidates will:

1) Develop a working understanding of foundational principles and objectives of social studies education in the 21st century:
   a. Examine approaches to social studies by considering multiple perspectives on local, national and global issues;
   b. Examine various themes found in the Ohio social studies standards, as well as common core reading and writing standards for social studies;
   c. Examine and incorporate use of technology;
   d. Incorporate the 4 C’s of 21st century learning: communication, collaboration, critical thinking, and creativity into lesson planning.

2) Apply theories, concepts, and strategies learned and observed throughout the course, and other courses, to design and teach lesson plans that are engaging, culturally responsive, and student-centered:
   a. Teach in culturally responsive ways, which recognizes student’s cultural, linguistic, and ability backgrounds;
   b. Incorporating issues of diversity into lesson planning to meet needs of students from diverse backgrounds and with varying needs, interests, and learning styles;
c. Identify and practice a variety of instructional methods and strategies for teaching social studies, which are appropriate for adolescent learners.

3) Develop strategies for incorporating student experiences and interests in and out of school into lessons that foster a student-centered, culturally relevant, and safe learning environment:
   a. Written reflections and lesson plans that incorporate local and global perspectives through the use of primary and secondary sources, technologies, and media;
   b. Design lesson plans that include state and national content standards, essential question(s), and skill and conceptual development related to lesson topics;
   c. Design a lesson sequence on a topic taught in a secondary social studies class that includes lessons, resources, materials, student-centered use of technology, and assessment.

4) Continue to develop perspective consciousness through discussion and assignments that incorporate multiple perspectives, diverse resources, and various technologies:
   a. Locate, discuss, and evaluate social studies teaching resources;
   b. Employ course readings, experiences, and independent research when contributing to discussions in class around issues in social studies education;
   c. In class discussions that draw upon theory and practice observed and discussed during students' experiences in various classroom settings;
   d. Integrate concepts of global education to better understand the complexity of current issues on local, national, and global levels.

5) Develop habits of the mind in order to challenge self and others to learn new ideas and concepts regarding issues found in social studies education, with emphasis on issues of equity and diversity, global issues, various cultures, and multiple perspectives:
   a. Written reflections that incorporate individual analysis, evaluation of resources, and/or lesson ideas to be used in a middle childhood classroom;
   b. Participation in formal and informal discussions that require one to cite evidence to support and refute claims made by authors and classmates, as well as collaborate to solve rather than simply identify problems;
   c. Use reflective techniques to improve teaching and learning;
   d. In class discussions that draw upon theory and practice observed and discussed during students' experiences in various classroom settings.

**Required Articles and Additional Materials:**
All required materials are posted on Carmen under the session that the reading/viewing/listening is due. It is your responsibility to have materials available for class on the assigned date. I will post optional materials as well. For required reading, see course schedule.

**Technology:** Please enroll in Social Studies Methods for Middle Childhood Education in iTunes U. If you search for the course in iTunes U – it is the course with the OSU logo on it. I recommend using a tablet if at all possible. You can access the course on your laptop, but it is not the same experience.
# GRADING AND ASSIGNMENTS

## Class Requirements:

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<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>1) Class Participation</td>
<td>25</td>
</tr>
<tr>
<td>2) Tumblr Photo Blog (3 @ 10 points each)</td>
<td>30</td>
</tr>
<tr>
<td>3) Microteaching</td>
<td>20</td>
</tr>
<tr>
<td>4) NCSS Analysis</td>
<td>30</td>
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<tr>
<td>5) Lesson Plan Drafts (3 @ 15 points each)</td>
<td>45</td>
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<tr>
<td>6) Presentation of Lesson Sequence</td>
<td>20</td>
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<td>7) Lesson Sequence</td>
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<td><strong>Total</strong></td>
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Assignments will be graded on the University system:

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<td>90-92%</td>
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<td>C-</td>
<td>70-72%</td>
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<td>D</td>
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<td>D+</td>
<td>67-69%</td>
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<tr>
<td>F</td>
<td>&lt; 60%</td>
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</table>

Note: you must receive higher than a B- in order to maintain good academic standing

## Submitting Assignments:

Assignments, unless otherwise noted, are to be typed and double-spaced using Times New Roman, 12-point font with 1” margins. Please utilize APA 6th edition guidelines for page number, references, citations, etc. I encourage you to refer to the following website:

[http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

You may submit a cover page or place your name, abbreviated name of assignment, and assignment due date in the header of the paper. Failure to follow the protocol results in a 10 percent grade reduction.

**Save file as:** abbreviated name of assignment.firstinitiallastname  
**Example:** quest1.taugustine

## Late Work:

An assignment is considered late if it is not submitted at the time noted in the syllabus. Late assignments receive a full grade reduction for each day late. **Please take advantage of e-mail, phone, and office hours to communicate any anticipated difficulties prior to an assignment due date.** A copy of what you have completed thus far must accompany all extension requests.

## Explanation of Assignments:

1) **Class Participation**
   
   You are expected to read, have all necessary materials, and be ready to discuss all assignments in order to participate fully in class. Class participation includes: asking thoughtful questions, engaging in informed dialogue, and leading activities/lessons. As a learning community, if someone does not show up for class, what we all learn will be different. In that sense, there are as many teachers as students in this class. Be ready to grapple with difficult subject matter and live with some ambiguity.
I expect the classroom to be a place of respectful behavior, critical thinking, and active and engaged learning.

2) Tumblr Photos & Blog (ssphotoblog16; osussmed1516)
In order to draw connections between the classroom and lived experiences we will contribute to a shared Tumblr blog throughout the semester. As we move through the course, we will encounter spaces that are constructed according to power dynamics related to privilege, American exceptionalism, race, gender, religion, neo-liberal economics, and much more. When you encounter space or have an experience that relates to an issue or topic discussed: (1) capture a photo. (2) upload it to the Tumblr blog, and (3) complete a short description regarding why you believe the photograph relates to our work. Each contribution will include the following:
• Use the following essential question to guide your post: To what extent does your photograph capture and/or represent issues of privilege(s), social (in)justice, and/or power?
• It must be a photograph you took during the semester.
• A short description (minimum 75 words) per photograph that discusses why you posted the photo and how it relates to the coursework (see EQ above). Please do not describe the photograph and do not take photographs of people without their permission.
• You are encouraged to make connections to readings, vocabulary, other student posts, etc. that you work with during the course.

Due (Tumblr, 11:59pm): SUNDAY. You are responsible for 3 posts throughout the semester. Sign-up will take place during the first class.

3) Microteaching
You and a partner will sign up to teach a current event and demonstrate to the class how this event connects with social studies content in your placement. The current event will include the following elements:
• Recognizing that current events do not happen in a singular moment, you will choose an article or podcast from http://origins.osu.edu/ from which to build your presentation.
• You will create/utilize a video, ppt, prezi, materials, etc. to support learning.
• You will end the presentation with a description of how the discussion of your current event can be used to transition into a lesson with students in your placement.
• You will email the class the link to the article/podcast by Saturday at 8pm. All students are to consider this an assigned reading.
• The lesson will be 20 minutes.
• Sample has been uploaded to Carmen.
• You will upload your visual support and one-page handout to Carmen (provide one copy of the handout to each student). The handout includes the following:
  ▪ Learning Objectives
  ▪ Resources
  ▪ Assessment of student learning
  ▪ Questions you will ask
  ▪ Connections to field placement content

Due (Carmen dropbox, 12:40pm): Determined by sign-up
4) **NCSS Analysis (SPA #2)**

There are ten NCSS strands pre-service social studies teachers are responsible for knowing and for utilizing to inform planning and instruction. Analyze the curriculum and lessons you are teaching and for each NCSS strand, complete the following:

- Identify the NCSS strand and explain how it is related to a topic of study in your curriculum. Identify the content topics and the concepts you would address. **You may be able to apply more than one NCSS strand to a single topic of study;**

- Explain how the essential themes/concepts you identified as being related to the strand attend to **at least three** Teacher Expectations (**Exemplars of Capabilities for Teaching About…**) for that strand.
  - For example: If you apply Global Connections (strand) to Imperialism (content topic), what are the major themes/concepts you would teach about for the combination of that strand and content topic and what would prove you met the Teacher Expectations?
  - Teacher Expectations are identified in the NCSS strands document provided in Carmen. These can be found beginning on p. 20 and are found under the category called: Exemplars of Capabilities for Teaching About…

- Explain how you would use the strand to take a critical approach to the topic/themes/concepts. Race, gender, inequity, social (in)justice, sustainability, capitalism, power, oppression, human rights, ability/disability, privilege, and discrimination are but a few examples related to how you could use the NCSS strand to critically examine your curriculum. For example: Culture and Cultural Identity (strand), Late 19th Century Immigration (Topic), Discrimination/ Racism/Xenophobia against newly arrived immigrants was a result of intersections of feelings of cultural and racial superiority constructed by white power holders and nationalism. **Including questions and materials you have or will use can be included here (critical approach).**

- Each review of a strand will be one-page in length. Please identify the strand and the content topic at the top of each page before you begin your analysis.
  - I recommend listing each category (after listing the NCSS strand and content topic) and then providing explanation for each.
  - Categories: Concepts, Teacher Expectation, Critical Approach

- You are encouraged to use lessons that will become part of your lesson sequence for winter and spring.

- **Use the NCSS_NCATE_STDS document on Carmen for strands and Teacher Expectations. Single-space. Submit as one document. Example on Carmen.**

**Due (TK20, 11:59pm):** October 5 - please ignore due dates listed in TK20.

5) **Lesson Plans (Carmen dropbox, 12:40pm)**

You will submit three complete lesson plans for review and feedback. Lesson plans are expected to reflect the course themes and concepts. Late submissions may not receive feedback. In addition to using the lesson plan template, please follow the guidelines below:

- **Lesson Plan #1**— Plan a lesson that integrates student-centered, cooperative learning opportunities for the grade level and social studies topic chosen (DUE October 19).

- **Lesson Plan #2**—Plan a lesson that incorporates the use of primary sources for the grade level and social studies topic chosen. A DBQ you create must be included with this lesson plan submission (DUE November 2).
• Lesson Plan #3—Plan a lesson that integrates student-centered use of technology for grade level and social studies topic chosen (DUE November 16).

6) Presentation of the Lesson Sequence
A 10-minute presentation of your lesson segment will be made to the class. Your presentation should include an overview of your lesson plans. Your presentation will include the following:
- Visual support.
- Essential question, standards (including CCSS), and learning objectives.
- Discussion of how the three lessons used for the planning commentary build upon one another and how you will determine if students have met the learning objectives within these three lessons.
- One page handout for each class member of essential resources and a description of each of these resources (think of this as an annotated bibliography).

Due: December 7

7) Lesson Sequence
The Lesson Sequence assignment is designed to align with ten lessons to take place during January/February of student teaching. You will work with your mentor teacher to determine what you will be responsible for planning and teaching. All templates can be found on Carmen. Your Lesson Sequence will include the following:

Context of Learning: You will complete the Context of Learning form for edTPA. For the section on IEPs/504s and other learner needs, select the class period you are most likely to use to complete your edTPA portfolio in January/February. If you will have a new group of students, select one class from your fall placement.

Planning Commentary (7-9 pages): You will complete the Planning Commentary for Task One of edTPA using the planning commentary template. All formatting must align with the requirements found in the edTPA Handbook posted on Carmen. You will write the planning commentary based on three consecutive lessons from your lesson sequence.

Lesson Plans: You will complete ten lesson plans and the corresponding assessments.
- Student centered learning, student centered technology, critical thinking, incorporation of multiple texts, and assessments must be included.
- You will utilize the lesson plan template found on Carmen.
- For the three lessons you are using for your planning commentary, you will provide all of the materials students and teachers would need for the lessons.
- Rubrics and/or answer keys must be provided for all of your assessments.

Final Submission: There are two sets of submission requirements for this assignment. You will submit the following onto Carmen (each file should be a pdf):
- File one includes a title page, context of learning, planning commentary, and all lesson plans.
- File two includes all the materials related to the lesson sequence (the three lessons related to your commentary). Please label the materials with the lesson number.
- File three includes assessments, answer keys, and rubrics. Please label the assessments, etc. with the lesson number.
You will submit the following onto TK20 (each file should be a pdf). This will also serve as SPA #3:

- File one includes the context for learning.
- File two includes the three lesson plans relating to your commentary.
- File three includes the materials for the three lessons.
- File four includes assessments, answer keys, rubrics for the three lessons.
- File five includes your planning commentary.

Due (Carmen dropbox and TK20, 11:59pm): December 11. Late assignments will not be accepted.

POLICIES AND PROCEDURES

Attendance:
Attendance is critical to success as a student and teacher and it is expected that you will be present for every class session. There is no differentiation between excused and unexcused absences. More than one absence will result in the loss of a full letter grade. Additional absences will continue to reduce your grade by one letter grade. A make up assignment may be required for any missed class. Please email me in advance to inform me of any absence and to make arrangements regarding any missed work.

Arriving late and/or leaving early are disruptive to the classroom environment and prevent you from fully participating in class. Attendance is taken at the beginning of class. Three or more occurrences will result in an absence and affect your overall grade. Being tardy also affects your participation grade.

Electronics:
Use of electronic devices for academic pursuits directly related to the course is welcome. Please be respectful of the learning environment and turn the ringer and all other notification sounds off when you come to class. I expect that all use of electronic devices in class will be to enhance your own teaching and learning. Ongoing use of technology for personal reasons will result in appropriate consequences. Time to walk the talk and have the same expectations for yourself that you have of your own students.

E-mail Policy:
My goal is to answer e-mails within 48 hours. If your email is urgent, please mark it as such. You are expected to check your OSU e-mail regularly and return this courtesy to your instructor as well as classmates. As with all communication during our time together, I expect e-mails to be sufficiently professional.

I will not respond to emails that are not specifically addressed to me, that use any colloquial language and abbreviations (you are not texting) and/or lack your name. Be mindful of spelling, grammar, and tone. Since you hope to have a classroom of your own someday—and will be required to communicate with parents and members of the community—it is good to get in the habit of communicating in a professional manner.

Statement of Academic Misconduct:
The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. I recommend that you review the Code of Student Conduct.

If I suspect that a student has committed academic misconduct in this course, I am obliged by University
rules to report my suspicions to the Committee on Academic Misconduct. Sanctions for misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp)

Grievances and Solving Problems:
According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the Instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising Instructor, then to the chairperson of the assistant’s department.”

ODS Statement:
Any student with a documented disability who may require special accommodations should see the Instructor as soon as possible. The Office of Disability Services (614.292.3307; 292.0901 (TDD); 150 Pomerene Hall) verifies the need for accommodation and developing accommodation strategies.

Statement on Diversity:
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation or veteran status, is prohibited.

Dispositions Evaluation:
At the beginning of the program you signed a form acknowledging your understanding of what is expected of you with regard to dispositions as a student and aspiring teacher. At the midterm and conclusion of the semester, each instructor is required to evaluate the extent to which you uphold these dispositions.

Specialized Professional Associations (SPAs):
SPA Assessments are connected to national (NCATE/CAEP) Teacher Education standards, NCSS (National Council of the Social Studies), and ODE (Ohio Department of Education) teacher education licensure requirements. By successfully completing the SPA assessments, one through eight, a teacher candidate provides evidence that the University, SS Program, and student successfully met the required standards for completion of degree and licensure. SPAs are uploaded to TK20, graded by the course instructor, and graded as “meets expectations” or “does not meet expectations.” Not all courses contain a SPA assessment, but for those that do, you are responsible for successfully completing and passing the SPA. Failure to do so will result in an incomplete in the course. No student can begin student teaching with any incomplete or failed SPA assessments.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 31</td>
<td><strong>Project and Problem Based Learning: What’s going on with AJ?</strong></td>
</tr>
<tr>
<td>Session One</td>
<td><strong>Course Overview and Syllabus Review</strong></td>
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<tr>
<td>September 14</td>
<td><strong>Microteaching 1</strong></td>
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<tr>
<td>Session Two</td>
<td><strong>Slavery in America: Connections Across Time and Place</strong></td>
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<td>- Walking Tour (please be prepared to go outside)</td>
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<td></td>
<td>– meeting location to be determined.</td>
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<td>September 21*</td>
<td><strong>No Class</strong></td>
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<td>Session Three</td>
<td>Field Trip to National Underground Railroad Freedom Center on Friday,</td>
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<td>September 25 (tentative). Meet time: TBD</td>
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<td>September 28</td>
<td><strong>What a Difference a Global Education Paradigm Can Make</strong></td>
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<td>Session Four</td>
<td>- Developing Perspective Consciousness</td>
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<td></td>
<td>- Disrupting Our Imagined World</td>
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<td><strong>Global Education Simulation</strong></td>
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<td>October 5</td>
<td><strong>Microteaching 2</strong></td>
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<td>Session Five*</td>
<td><strong>Teaching and Political Bias</strong></td>
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<td></td>
<td><strong>Constructing and Implementing Assessments</strong></td>
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<td></td>
<td>- Guest Speaker: Eric East, Ft. Hayes HS</td>
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<td>- We will meet at Fort Hayes HS. Details to follow.</td>
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<td>October 12</td>
<td><strong>Microteaching 3</strong></td>
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<td>Session Six</td>
<td><strong>Working with Primary Sources &amp; DBQs</strong></td>
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<td><strong>Microteaching 4</strong></td>
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<td>Session Seven</td>
<td><strong>Getting Started and Wrapping Up: Opening/Closing Class</strong></td>
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<td><strong>Deep Listening, Authentic Dialogue: Listening for a Democratic Society</strong></td>
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<td>October 26</td>
<td><strong>Using Technology to Facilitate Learning: Digital Scavenger Hunt</strong></td>
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<tr>
<td>Session Eight</td>
<td>- Please be prepared to go outside.</td>
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<tr>
<td>November 2</td>
<td><strong>Microteaching 5</strong></td>
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<tr>
<td>Session Nine</td>
<td>Saving You Time Later: Building Classroom Community</td>
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<td>No Downtime! Lesson Plan Transitions</td>
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<td>November 9</td>
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<td>Session Ten</td>
<td>edTPA Overview, Task One, and Academic Language</td>
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<td>November 16</td>
<td>Microteaching 7</td>
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<td>Session Eleven</td>
<td>Designing Rubrics: More than a Shot in the Dark</td>
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<td>November 23</td>
<td>iTunes U Course: Critical Literacy and the Social Studies and Beyond Mapping Skills: Constructions of Geography</td>
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<td>Session Twelve</td>
<td>Online Coursework Debrief</td>
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<td>Gamification: Mafia, Wizards, and Warriors</td>
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<td>December 7</td>
<td>Presentation of Lesson Sequence</td>
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<tr>
<td>Session Fourteen</td>
<td>Lunch 😊</td>
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