

**TUSCULUM COLLEGE  
GRADUATE AND PROFESSIONAL STUDIES  
COURSE SYLLABUS**

**EDUC 341: Learning Environments K-6**

**Instructor:** Dr. Raymond Hatfield

**Phone:** (423) 863-0999

**E-mail:** rhatfield@tusculum.edu

**Course Dates:** December 4, 6, 2012 and January 8, 10, 15, 17, 2013

**Times:** Tuesday's 8:30 a.m. - 4:30 p.m., Thursday's 8:30 a.m. - 12:30 p.m.

**Location:** Downtown Center, 420 West Morris Blvd., Suite 120, Morristown, TN 37814

**Group Number:** BA077

**Office Hours:** I will be available to meet with candidates, if requested, one hour before class. I can meet with students at other times by request. Please call, text, or e-mail to arrange time/date.

**Note:** Calls are acceptable (10:00 a.m. - 9:00 p.m. Monday through Friday and 11:00 a.m. - 5:00 p.m. on Saturday). My goal is to return e-mails and phone messages within 24 hours. In case of an emergency, please call (423) 863-0999.

**Course Description: EDUC 341 Learning Environments PreK-6 (4 credit hours)**

This course is designed to prepare the PreK-6 pre-service teacher to apply curriculum principles and techniques in various learning environments with students of diverse abilities and needs. The pre-service teacher will demonstrate ability to plan, implement and assess curriculum that includes current technology, materials and community resources. Using information from informal assessment techniques, the pre-service teacher will make sound instructional decisions. The planned curriculum will reflect the pre-service teacher's understanding of the psychological and social development of the primary and preadolescent student. Using methods such as cooperative learning, the pre-service teacher will develop strategies that foster the inclusion of diverse learners and students of different cultures. The pre-service teacher will demonstrate the ability to plan and teach both skills and content in the PreK-6 area while building a community of engaged learners. Included in this course will be a review of the philosophical underpinnings that drive education in the PreK-6 learning environment. Approved federal background check and 18-hour practicum are requirements for this course. Learning Outcome: Public Speaking. Prerequisites: EDUC 200, SPED 10, and admission to the Teacher Education Program. Offered every year.

**Learning Outcome: Writing**

Establishes a central idea in response to the topic; develops the topic in a coherent organizational structure. Abstracts valid generalizations from details; supports abstract ideas with concrete details and examples; Demonstrates mastery of the conventions of standard written English; adapts style to purpose; uses documentation appropriately.

**Course Resources**

**Required Textbooks:** Ellis, Arthur K. (2010). *Teaching & Learning Elementary Social Studies* (9<sup>th</sup> ed.). Boston: Pearson.

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Ellis, Arthur K. (2010). *Teaching & Learning Elementary Social Studies* (9<sup>th</sup> ed.). Boston: Pearson.

### **Other Resources:**

The following website will be used for independent study and review throughout the course:

<http://www.flashcardexchange.com/flashcards/view/1405473>

Dr. Hatfield's Website- <http://www.dr-hatfield.com>

### **Course Competencies, Goals, and Objectives:**

#### ***Student Learning Outcomes: Public Speaking***

**Content** The body of the presentation adopts an insightful perspective on the topic.

**Introduction and Conclusion** Introduction previews main points and captures audience attention; concluding remarks creatively restate main points and bring presentation to a memorable close.

**VOICE** The speaker manipulates tone, rate and volume to dramatically engage the audience in the presentation.

**POISE** The speaker is confident; uses eye contact to hold attention of audience; body language and attire establish credibility.

**VOCABULARY** The speaker's vocabulary is precise and descriptive; transitional words and phrases contribute to the flow of the presentation.

**TIME** The presentation is completed within the allotted time.

#### ***Course Goals:***

The goals for this course are to deliver instruction and to engage candidates in activities that-

1. Develop their understanding and use of the central concepts, tools of inquiry and structures of the discipline(s) they teach in creating learning experiences that develop student competence in the subject matter. (Professional Education Standard 1; TC Candidate Proficiency 1.1 and 2.1, SPED/ EC PreK-3 Standard 1)
2. Increase their understanding and use of a variety of instructional strategies that encourage development of critical thinking, problem solving, communication skills (integration of Language Arts) and performance skills in their students through integration of Social Studies content knowledge. (Professional Education Standard 4 and 6; TC Candidate Proficiency 2.3, Elem. K-6 Standard 1, Middle 4-8 Grades Standard 2, English Language Arts Standard 2)
3. Deepen their understanding of individual and group motivation and behavior to improve their ability to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation and supports student intellectual, social, and personal development. (Professional Education Standard 2 and 5; TC Candidate Proficiency 2.4, SPED / EC PreK-3 Standard 2, Early Child. PreK-3 Standard1, Middle 4-8 Grades Standard 2, St 7).
4. Encourage reflective practice and professional growth and improve their skill in planning and assessing instruction based upon knowledge of subject matter, students, family/relationships, the community, and curriculum goals, demonstrating an appreciation and respect for a variety of human cultures. (Professional Education Standard 7, 8, and 9; TC Candidate Proficiency 2.1 and 3.1; Early Child. PreK-3 Standard 2, Social Studies Standard 2 and 7, Reading Standard 6, Reading Standard 7, Middle 4-8 Grades Standards 2)
5. Candidates demonstrate understanding of the major concepts, principles, and theories of early childhood, elementary, middle childhood, and young adolescent development. (Middle 4-8 Grades Standard 1)
6. Candidates understand and prepare a balanced approach to basic social studies concepts (including governance, civics, democracy and geography.(Middle 4-8 St 5)

#### ***Course Objectives:***

Upon completion of this course, candidates will know or be able to do the following:

1. Develop lesson plans for providing interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods for several related subject areas and that motivate students. (Professional Education Standard 1; TC Candidate Proficiency 1.1 and 2.1)
2. Design instructional plans and adapt instructional techniques for all students within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, peer-social groups and exceptional learning needs based upon the knowledge of cultures, economics, geography, governance and civics, and history. (Social Studies Standards 2, 3, and 4; Professional Education- Standard 3; TC Candidate Proficiency 2.1, 2.2, 2.3 and 3.1; English Language Art Standard 3.6. Elem. K-6 Standard 1, 3, 4, 5, and 6; Reading Standard 4)
3. Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation and supports student intellectual, social, and personal development . (Professional Education Standard 2 and 5; TC Candidate Proficiency 2.4, SPED / EC PreK-3 Standard 2, Early Child. PreK-3 Standard1, Middle 4-8 Grades Standard 2)
4. Creating learning experiences that develop student competence in the subject matter. (Professional Education Standard 1; TC Candidate Proficiency 1.1 and 2.1, SPED/ EC PreK-3 Standard 1)
5. Candidates convey the structure and purpose of governance in a democracy in language that is meaningful and appropriate for students. (Middle 4-8 St 5.1)

**Students with Disabilities:** Tusculum provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the following individual:

**Greeneville:** Dr. Lisa Johnson at (423) 636-7300 ext. 5651; 1-800-729-0256; or at [ljohnson@tusculum.edu](mailto:ljohnson@tusculum.edu) The mailing address is Tusculum College Academic Resource Center, Box 5025, Greeneville, TN 37743.

**Knoxville:** Ryan Otto at (865)-693-1177; 800-729-0116; or at [rotto@tusculum.edu](mailto:rotto@tusculum.edu) .

**Tusculum College Centers:** Students may arrange for additional academic assistance through the Academic Resource Center at:

**Greeneville:** Annie Hogan Byrd Hall, Room 112; Box 5025, Tusculum College, Greeneville, TN 37743. To make arrangements, please contact Dr. Lisa Johnson at (423) 636-7300 ext. 5651; 1-800-729-0256; or at [ljohnson@tusculum.edu](mailto:ljohnson@tusculum.edu) . The mailing address is Tusculum College Academic Resource Center, Box 5025, Greeneville, TN 37743.

**Knoxville:** 1305 Centerpoint Blvd., Knoxville, TN 37932. To make arrangements, please contact Ryan Otto at (865)-693-1177; 800-729-0116; or at [rotto@tusculum.edu](mailto:rotto@tusculum.edu)

### **Attendance Policy:**

Class attendance is mandatory and is recorded by each faculty member, who submits attendance to the administrative office. A grade of “F” is automatically assigned to any student who misses more than one-third of the total class meeting time. Total missed class time includes absence from scheduled class time, arriving late or leaving before the class is dismissed. This is an institutional policy and is not left to the discretion of the faculty member. The academic departments may adopt significantly stringent grading practices relating to attendance as detailed in syllabi and may require completion of any missed work. Students should realize that failure to attend class will result in grade reduction and may also impact financial aid. Failure to attend class results in a grade *reduction* of one (1.5) points from a candidate’s final average for each hour of class missed. For each class hour missed, candidates may write a two page research report in APA format on a course-related topic assigned by the instructor.

***Absence from BAED classes will result in grade reductions as follows: For every two hours of class missed, the student's final grade will be reduced by 5 points.***

### **Academic Dishonesty:**

Plagiarism is a violation of the Ethics of Social Responsibility competency. As stated in the *Graduate and Professional Studies Research Handbook* and in the *Tusculum College Catalog*, plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes, but is not limited to:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source.
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source.
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

See the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* for other forms of academic dishonesty and the sanctions for dishonest performance.

### **Other Policies:**

**ALL ASSIGNMENTS MUST BE TYPED** in MS Word, Times New Roman, Type 12 font (exceptions for titles and headings only), 1" margins, double-spaced, using APA style. Any assignments that are due through e-mail must be sent through your Tusculum account. All work must be submitted on or before the due date. No late work will be accepted.

### **Dress Code and Other Practicum Requirements:**

A required 18 hours of practicum experience is an integral part of this course. You are expected to dress, behave, and speak in a professional manner as well as attend all scheduled practicum visits and be punctual. **Your practicum log and journal must be submitted on September 6, 2011.**

### **Grading Scale:**

The Tusculum College grading scale will be used and is as follows:

A=100-93	B-=80-82	D+= 67-69
A-=90-92	C+=77-79	D= 63-66
B+=87-89	C=73-76	F= <63
B= 83-86	C-=70-72	

### **Grading System:**

<b>Assignment</b>	<b>Due Date</b>	<b>Value</b>
Practicum Reflection Journal-using APA style and correct grammar		10%
Practicum Hours Log		10%
Partner Activities for ONE Social Studies Discipline (MUST cover discipline-related topics in Section III of Praxis 0014): <ul style="list-style-type: none"> <li>• Project Board and Display for "Social Studies Fair"</li> <li>• Concept Map for Selected Social Studies Discipline</li> <li>• Concept Maps for Concepts in Your Selected Discipline (all except History)</li> </ul> --OR-- Timeline, Key People, and Key Events in History (History ONLY)	Day 5 & 6	10% 5% 5%

<ul style="list-style-type: none"> <li>• Fact Sheet for Your Selected Discipline (summary of concepts, ideas, and/or events)</li> <li>• Readers' Theatre Script or Song Lyrics (related to PRAXIS II)</li> <li>• Learning Game for Concepts in Your Selected Discipline</li> </ul>		5%
Social Studies Notebook (include activities completed in class and a section of resources for each discipline)	Day 5 & 6	5%
Team Presentation of History Fair Project	Day 5 & 6	1%
Team Presentation of (a) Concept Map for Discipline and Concept Maps for Key Concepts OR Timeline, Key People, and Key Events; (b) Discipline Fact Sheet, (c) Readers' Theatre Script or Song Lyrics; and (d) Learning Game		5%
Class Participation and Engagement (0.25 points per hour)	Ongoing	9%
EXAMS		
<ul style="list-style-type: none"> <li>• Week 1 Quiz (multiple choice Chapters 1, 4, 5, 6, 7, 9)</li> <li>• Week 2 Quiz (multiple choice Chapters 8, 10, 11, 12, 13)</li> <li>• Exam 1 (Developing lesson plan for specific concept using strategies from PRAXIS II 0011 and PRAXIS 0552)</li> <li>• Exam 2 (Developing 20 day unit plan for specific concept using strategies from PRAXIS II 0011 and PRAXIS 0552 )</li> </ul>	Day 2 Day 4	5% 5% 5% 10%

### Requirements and Explanations of Assignments:

#### Practicum Reflection Journal and Log (20%)

The journal should include a **description and reflection of your experience** in a public school classroom. Your recordings should explain what you saw, what you did, your feelings about what you observed in the classroom, and ideas you gleaned from the teacher or the environment. Include modifications for special education, below average, and/or gifted students. Your reflections should be at least a one-half page per two hour sessions (**minimum: 4.5 pages for an 18 hour practicum**). Entries should include details about topics presented in HGLN 341 class reading material and discussion. The journal must be *typewritten*. Journal and practicum hours log sheet will be due on the last meeting day for this class. Not submitting all of the required eighteen hours will result in losing two points from your final grade for each hour you have not completed. Failure to submit journal and/or log sheet will result a failing grade for the class.

#### Partner Activities for ONE Social Studies Discipline (35%)

- Project Board Display for "Social Studies Fair"
- Concept Map for Your Social Studies Project
- Concept Maps for Concepts in Your Selected Discipline (all except History)

--OR--

Timeline, Key People, and Key Events in History (History ONLY)

- Fact Sheet for Your Selected Discipline (summary of concepts, ideas, and/or events)
- Readers' Theatre Script or Song Lyrics (related to PRAXIS II and TN licensure standards)
- Learning Game for Concepts in Your Selected Discipline

The project board will be displayed during the Social Studies Fair on the last scheduled day for this class. The other materials you develop will be shared with your classmates via hard copies or via e-mail on the last scheduled day for this class.

#### Social Studies Notebook (5%)

Compile and organize resources, including those provided by classmates on the last scheduled day of class, in a notebook with sections labeled for each social studies discipline. Include the activities completed in class related to the social studies methods, strategies, and activities packet.

### **Partner Presentations to Class (6%)**

1. Partners will present project board and display to class. (1%)
2. Partners will present the variety of materials prepared for their assigned social studies discipline. (5%)

*Presentations will be graded on content and delivery*

### **Class Participation (9%)**

Students are expected to complete assignments and be prepared to engage in class activities and meaningful discussion. Comments and questions should be related to topic being addressed.

### **Examinations (25%)**

**Week 1 Quiz (5%):** Students will take a 15 item multiple choice test covering content in chapters read prior to class (chapters 1, 4, 5, 6, 7, and 9).

**Week 2 Quiz (5%):** Students will take a 15 item multiple choice test covering content in chapters read prior to class (chapters 8, 10, 11, 12, and 13).

**Mid-Term (5%):** Students will develop a detailed lesson plan following the outline included in the syllabus.

**Final Exam (10%):** Using a calendar format, students will outline a 20 day unit plan for an assigned social studies concept. The plan should include (a) goals consistent with state standards and curriculum, (b) a variety of instructional strategies from the Praxis exams, and (c) formal and informal assessments.

### **Schedule of Reading Assignment:**

Before Week One: Please read and be ready for quiz covering **chapters 1, 4, 5, 7, 10, and 12**

Before Week Two: Please read and be ready for quiz covering **chapters 6, 8, 9, 11, and 13**

Before Week Three: Please read and be ready to discuss **chapters 2, 3, and 14**

### **Schedule of Class Activities:**

- **BRING A LAPTOP TO ALL CLASSES IF POSSIBLE**
- **BRING A PRIMARY LEVEL BOOK WITH A SOCIAL STUDIES THEME TO CLASSES DURING THE 2<sup>ND</sup> WEEK**

#### **Day 1**

- Review syllabus and class requirements
- Focus on Chapters 1, 7, 10, and 12
- Teaching Social Studies: Definitions, Rationales, & Curriculum Patterns (Chapter 1)
- Successful Strategies and Key Principles (Chapter 7)
- Direct & Indirect Instruction (Chapter 7)
- Integration (Chapter 10)
- Projects and Themes (Chapter 10)
- History (Chapter 12)

#### **Day 2**

- Quiz on Chapters 1, 4, 5, 7, 10, and 12
- Focus on Chapters 4 and 5
- Explore the Standards (Chapter 4) (*Laptop or lab*)

- S.S. Disciplines (Chapter 4)
  - Three Approaches to Organizing the Classroom (Chapter 5)
  - Exploration of Web-related resources, games, activities (*Laptop or lab*)
- Assignment for next class: Find and bring a primary level book with a social studies theme to class**

### Day 3

***Bring a primary level book with a social studies theme to class***

- Practicum Reflection
- Focus on Chapters 6, 9, and 11
- Planning-Goals, Lessons, Activities (Chapter 6)
- Unit and Lesson Plan Development (Chapter 6)
- Inquiry, Discovery, and Problem Solving (Chapter 9)
- Geography (Chapter 11)
- Using Maps (Chapter 11)
- Midterm Review (Lesson Planning)

### Day 4

- Quiz on Chapters 6, 8, 9, 11, and 13
- Practicum Reflection
- Focus on Chapters 8 and 13
- Assessment (Chapter 8)
- Literacy Connection (Chapter 13)
- Mid-term Exam (Lesson Planning)

### Day 5

- Practicum Reflection
- Practicum time sheets and evaluations due
- Focus on Chapters 2, 3, and 14
- Democracy and Citizenship (Chapter 2)
- Diversity (Chapter 3)
- Culturally Responsive Learning Environment (Chapter 3)
- Reflection (Chapter 14)
- **Social Studies Fair** Project Displays (boards, video, and audio presentations) (rotating review of social studies discipline concepts)
- Partner Presentations of Discipline Project Board, Materials, and Games
- Final Review (Unit Planning)

### Day 6

- Continuation of **Social Studies Fair** Activities (displays and presentations)
- Final Exam (Unit Planning)



Supervising Teacher,

We appreciate your willingness to allow Tusculum College the opportunity to be a part of your classroom and school. This partnership allows our practicum students to gain practical experience within the classroom setting. During this experience, practicum students participate in a manner determined by the supervising teacher. In addition, Tusculum College supports the methodology and focus of the specific course in which the practicum student is currently enrolled. We ask that the classroom teacher assist our practicum students in concentrating upon the components listed below.

**Course: HGLN 341 – Learning Environments K-6**

**Supervising Teacher:** \_\_\_\_\_

**Practicum Student:** \_\_\_\_\_

**Course Instructor:** \_\_\_\_\_ Dr. Ray Hatfield

Tusculum College again expresses our gratitude in your willingness to assist in the training of future educators. If you have any questions or concerns please feel free to contact me at your convenience.

Polly Johnson  
Director of Field Experience  
Tusculum College  
(423) 636-7300, x5250  
pjohnson@tusculum.edu

Dr. Raymond Hatfield  
Course Instructor-HGLN 341  
Tusculum College  
(423) 863-0999  
rhatfield@tusculum.edu

Concentration: The K-6 Learning Environment and Social Studies Methodology



Lesson plan by: \_\_\_\_\_

School of Education

School/Supervising Teacher: \_\_\_\_\_

Quality Lesson Components	My Lesson
<b>Lesson Title</b>	
<b>Subject (&amp; grade level) / Course</b>	
<b>Lesson Plan Overview / Details</b> Summary of the task, challenge, investigation, career-related scenario, problem, or community link	
<b>Lesson Time</b>	
<b>Common Core Standards – LA &amp; Math Only</b>	
<b>Tennessee SPIs</b>	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• The student will</li> <li>• I CAN Statement</li> </ul>	
<b>Materials</b>  <b>Technology</b>  <b>Supplemental Materials for Differentiated Instruction</b>	
<b>1. Hook/Set</b> <b>Getting Started/Essential Question</b> Also called a "hook" to grab the students' attention, the Hook Activity is a brief activity or event at the beginning of the lesson that effectively engages all students' attention and focuses their thoughts on the learning objective(s). Your Essential Question encourages students to put forth more effort when faced with a complex, open-ended, challenging, meaningful and authentic questions. Have students: <ul style="list-style-type: none"> <li>• Observe a scenario or process</li> <li>• Listen to a story</li> <li>• Predict an outcome</li> <li>• Inspect a machine, tool, part or instrument</li> <li>• Assess prior knowledge (Marzano 3)</li> <li>• Review an external document (article, ad, interview or</li> </ul>	

<p>job application)</p> <ul style="list-style-type: none"> <li>• Connect learning objectives to prior knowledge, experiences, observations, feelings, or situations in their daily lives both inside and outside of school (Marzano 3)</li> </ul>	
<p><b>2. Lecture</b>  <b>Discover/Explain</b>  The teacher provides the basic information needed for students to gain the knowledge or skill through brief, direct instruction.  Teacher might:</p> <ul style="list-style-type: none"> <li>• State learning objectives of the day in easy, accessible language; display standards and objectives (Marzano 19)</li> <li>• Introduce/review vocabulary terms</li> <li>• Identify how students will be assessed (Marzano 20)</li> <li>• Provide detailed overview of skill or process (Marzano 1)</li> <li>• Induce curiosity and suspense</li> <li>• Incorporate multimedia and technology</li> <li>• Illuminate where this skill/info is applied in the field (Marzano 31)</li> <li>• Connect standards to real-world and help students “make sense” of the content (Marzano 31)</li> <li>• This is where your UDL (Universal Design for Learning) is addressed in looking at planning for initial instruction. How will you address different cultures, disabilities, languages and academic levels? Provide multisensory experiences, instruction for all learners.</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• Build on experiences and background knowledge (Marzano 3)</li> <li>• Organize information (Marzano 5, 7, 15)</li> <li>• Incorporate literacy strategies through teacher prepared, interactive, or combination note taking (graphic organizers) (Marzano 7, 15)</li> </ul>	
<p><b>3. Demo/Modeling: I DO</b>  This part of the Discover/Explain process provides students with proficient modeling by the teacher.  Teacher should:</p> <ul style="list-style-type: none"> <li>• Explain critical aspects moving from basic to complex (Marzano 1, 3, 4),</li> <li>• Reinforce understanding through labeling, categorizing, explaining, comparing (Marzano 12)</li> <li>• Balance talking with showing (Marzano 4)</li> <li>• Provide student with choices</li> <li>• Identify real application of skill in workplace (Marzano 31)</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• Follow along closely and ask questions</li> <li>• Take notes or diagram a sequence (Marzano 7)</li> <li>• Follow along or perform steps themselves (Marzano 10, 11)</li> </ul>	
<p><b>4. Checking Understanding</b>  <b>Formative Assessment</b>  Continuous monitoring of whether or not a student "got it"</p>	

<p>Teacher should:</p> <ul style="list-style-type: none"> <li>Summarize process or knowledge</li> <li>Ask questions that go beyond recall (Marzano 6, 13)</li> <li>Clarify expectations and allow students to redo</li> </ul> <p>Students Should:</p> <ul style="list-style-type: none"> <li>Know their roles in grouping arrangements (either as whole class, small groups, pairs, individual, etc.) (Marzano 2, 10, 16)</li> <li>Be held accountable for their work (Marzano 20, 34, 35)</li> </ul>	
Quality Lesson Components	My Lesson
<p><b>5. Guided Practice (Group Work or Lab): WE DO</b></p> <p>An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision and support.</p> <p>Teacher should:</p> <ul style="list-style-type: none"> <li>Give oral/written feedback that is focused and frequent (Marzano 20, 21)</li> <li>Circulate, support engagement, and monitor student work ( Marzano 20)</li> <li>Monitor and adjust instruction based on student feedback (Marzano 8)</li> <li>Guide whole group (Marzano 2, 10, 11)</li> <li>Remind students of required elements for summative assessment; clarify expectations (Marzano 19, 20, 21)</li> <li>Target and build on one or more dimensions of the Competency Attainment Rubric Categories</li> <li>Differentiate instruction for diverse learning populations(disability, culture, language). Modify direction, instruction, materials, peer supports or technology.</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>Go through all steps of the process or items to be learned (Marzano 5, 11)</li> <li>Have assistance from teacher and solve routine and authentic problems</li> <li>Generate a variety of ideas and alternatives (Marzano 5, 6)</li> <li>Analyze problems from multiple perspectives (Marzano 16, 17)</li> <li>Self assess and monitor own learning (Marzano 19, 20, 21)</li> </ul>	
<p><b>6. Independent Practice (Lab): YOU DO</b></p> <p>To help students reach proficiency, next is reinforcement practice. Applies knowledge to new situations to complete a relevant project (this may happen in class or in extended time such as homework).</p> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>Define proficiency and mastery</li> <li>Provide assistance materials such as safety posters, etc. (Marzano 18)</li> <li>Provide clear expectations for performance, timelines, evaluation elements (rubric), etc. (Marzano 22)</li> </ul>	

<ul style="list-style-type: none"> <li>• Provide regular opportunities to accommodate individual student needs; Sometimes provide differentiated instructional methods and content (Marzano 39, 40, 41)</li> <li>• Measure student performance in more than three ways (in the form of a project, experiment, presentation, essay, short answer, or multiple choice test)</li> <li>• Collect evidence that most students demonstrate mastery of the objective (Marzano 7, 8, 14, 15)</li> <li>• Provide needed modifications/accommodations for students from diversity or with a disability. Use of technology, modified assignments, supports for independent work.</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• Work independently (Marzano 2, 10, 16)</li> <li>• Have less direct guidance and intervention as deemed safe and appropriate (Marzano 2, 10, 16)</li> <li>• Use their notes and materials to assist with recall and performance (Marzano 7, 15)</li> <li>• Problem solve and monitor their own learning gaps in relation to what will be expected of them on the summative assessment (Marzano 20)</li> </ul>	
Quality Lesson Components	My Lesson
<p><b>7. Closure</b> Designed to help students bring things together.</p> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Provide informal review of proficiency and determine if gaps exist on behalf of individuals and/or class (Marzano 8)</li> <li>• Review standards and objectives covered (Marzano 9, 19)</li> <li>• Remind what this is leading up to (Marzano 19)</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• Assess their own performance/learning (in groups, pairs or individually) (Marzano 8)</li> <li>• Individually review steps, procedures, information to increase performance (Marzano 11, 14)</li> <li>• Connect content to powerful questions or ideas (Marzano 1)</li> </ul>	

<p><b>8. Assessment</b> Students provide evidence of their proficiency.</p> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>Assess knowledge/skills for each individual student (Marzano 20)</li> <li>Provide feedback in accordance with rubric and/or expectations for performance (Marzano 20, 21)</li> <li>Look for ways to exhibit student work beyond the classroom for authentic feedback (Marzano 21)</li> <li>Provide assessment/evaluation accommodations/modifications for students from diversity or with a disability.(e.g. time, setting, directions, length). Multiple means of showing knowledge learned include projects, oral presentations, portfolio assessments.</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it (Marzano 6, 12, 13, 17)</li> <li>Use practical thinking by applying and implementing what they learn in real-life scenarios</li> <li>Draw conclusions, make generalizations, and produce arguments that are supported through extended writing</li> <li>Model appropriate soft skills, ethical and occupational safety behaviors</li> <li>Identify gaps in learning by self-evaluation (Marzano 8, 20)</li> </ul>	
<p><b>Level of Instruction / Higher Order Thinking</b></p> <p><b>Bloom's Taxonomy</b></p>	

Format adapted from the following:

Huffman, K. ( 2011, August 25). FW: Commissioner's memo -- missing attachments - Message (HTML) [Electronic Mailing List Message]. Attachment: (A) TN Lesson Plan Template.doc

**UNIT PLAN FORMAT****Name**\_\_\_\_\_ **Grade**\_\_\_\_\_**Approval**\_\_\_\_\_ **Date**\_\_\_\_\_**Duration of Unit**\_\_\_\_\_**I. Unit Title**

- A. State Unit Goals
- B. Unit Goals Consistency to Curriculum
- C. Length of Unit
- D. Organization of Learning

**II. Organization of Unit**

- A. Rationale: Purpose, Link to Prior Knowledge
- B. Daily Topics & Lesson Plans
- C. Activities to be Completed; including supplemental and enrichment

**III. Materials and Media for Unit**

- A. Video Components, Books, Software, Computer Lab, etc
- B. Supplemental and Enrichment Materials

**IV. Setting**

- A. Structure of Activities: whole group, small group, centers, etc.
- B. Arrangement of Student Space
- C. Description of Centers and Supplemental / Enrichment Activities

**V. Assessment Activities**

- A. Preassessment Activities
- B. Formative Assessment
- C. Summative Procedures

## Praxis II 0014 Elementary Education: Content Knowledge

### III. Social Studies

#### A. Geography, Anthropology, Sociology (30%)

1. Knows world and regional geography (e.g., spatial terms, places, and regions)
2. Understands the interaction of physical and human systems (e.g., how humans change the environment, how the environment changes humans, importance of natural and human resources)
3. Knows the uses of geography (e.g., apply geography to interpret past, to interpret present, to plan for future)
4. Knows how people of different cultural backgrounds interact with their environment, self, family, neighborhoods, and communities

#### B. World History (10%)

1. Knows the major contributions of classical civilizations (e.g., Egypt, Greece, Rome)
2. Understands twentieth-century developments and transformations in World history
3. Understands the role of cross-cultural comparisons in World history instruction

#### C. United States History (30%)

1. Knows European exploration and colonization in United States history and growth and expansion of the United States
2. Knows about the American Revolution and the founding of the nation in United States History
3. Knows the major events and developments in United States history from founding to present (e.g., westward expansion, industrialization, Great Depression)
4. Knows about twentieth-century developments and transformations in the United States (e.g., assembly line, space age)
5. Understands connections between causes and effects of events

#### D. Government, Citizenship, and Democracy (10%)

1. Understands the nature, purpose and forms (e.g., federal, state, local) of government
2. Knows key documents and speeches in the history of the United States (e.g., United States Constitution, Declaration of Independence, Gettysburg Address)
3. Knows the rights and responsibilities of citizenship in a democracy

#### E. Economics (10%)

1. Knows key terms and basic concepts of economics (e.g., supply and demand, scarcity and choice, money and resources)
2. Understands how economics affects population, resources, and technology
3. Understands the government's role in economics and impact of economics on government

#### F. Social Studies as Inquiry and Social Studies Processes (10%)

1. Understands social studies as inquiry (e.g., questioning, gathering data, drawing reasonable conclusions)
2. Understands how to use resource and research material in social studies
3. Understands process skills in social studies (e.g., interpreting different types of information; evaluating relationships; drawing conclusions using tools of the field)

## **Praxis II 0011 Elementary: Curriculum, Instruction, and Assessment**

### **IV. Social Studies (10%, 11 questions)**

#### **CURRICULUM**

Geography

History

Government, Civics, and Economics

Anthropology and Sociology

Historical analysis and interpretation: causes of events; compare and contrast events; hypothesize how past influenced present

#### **INSTRUCTION**

Instructional methods, strategies, modifications, and adjustments: various methods to adjust social studies instruction to meet students' needs; what is appropriate and why; effective implementation, organization, and planning; reteaching, enrichment, and extensions; multidisciplinary and interdisciplinary; separate subjects; integration strategies such as reading and writing across the curriculum

Teaching methods: activating learning, projects, guided discovery, problem solving, exposition and direct instruction, games, situations and recreations, investigations

Diverse student needs: working with diverse students such as se students, second-language-acquisition learners, bilingual learners, and gifted students; tailoring of instruction to meet students' instructional needs in social studies

Materials, equipment, texts, and technology

#### **ASSESSMENT**

Analysis of student work to guide social studies instruction

Evaluation of instructional effectiveness and student progress

informal and/or authentic social studies assessment: teacher observation and questioning, interviews and conferences; group and peer assessment; self-assessment; performance-based samples such as portfolios, project learning, oral reports, and student work; comparing and contrasting; organizing data; problem solving; critical thinking; model building; planning, forecasting, and decision making

formal social studies assessments: unit or chapter tests & teacher made tests

## **PRAXIS 0522: Principles of Learning and Teaching**

### **II. Instruction and Assessment**

#### **A. Instructional Strategies**

1. Major cognitive processes associated with student learning
  - Critical thinking
  - Creative thinking
  - Higher-order thinking
  - Inductive and deductive thinking
  - Problem structuring and problem solving
  - Invention
  - Memorization and recall
  - Social reasoning
  - Representation of ideas
2. Major categories, advantages, and appropriate uses of instructional strategies
  - Cooperative learning
  - Direct instruction
  - Discovery learning
  - Whole-group discussion
  - Independent study
  - Interdisciplinary instruction
  - Concept mapping
  - Inquiry method
  - Questioning
  - Play
  - Learning centers
  - Small-group work
  - Revisiting
  - Reflection
  - Project approach
3. Principles, techniques, and methods associated with major instructional strategies
  - Direct instruction
  - Student-centered models
4. Methods for enhancing student learning through the use of a variety of resources and materials
  - Computers, Internet resources, Web pages, e-mail
  - Audiovisual technologies such as videotapes and compact discs (CDs)
  - Local experts
  - Primary documents and artifacts
  - Field trips
  - Libraries
  - Service learning