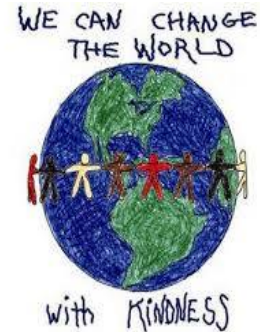


**EDUC 4331: Elementary Social Studies Methods
Spring 2015**

Ryan Elementary / Malley Drive Elementary



Instructor Information

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Course Times/Location: 4331-010 Tuesdays, 12:45-3:15, Room 143
4331-020 Thursdays, 12:45-3:15, Room 143

Practicum Dates: Week of 1/20/15-- Week of 4/21/15

Place: Ryan Elementary, 5851 W. 115th Ave., Westminster, 80020
Malley Drive Elementary, 1300 Malley Drive, Northglenn, 80233

Course Purpose

The purpose of this course is to equip the elementary teacher with tools for teaching social studies to children. Students will work to construct initial theories of social studies teaching and learning, including an understanding of *content selection*, (e.g., How do I know which knowledge and skills are most important?) Students will focus on *teaching*, (e.g., Which ways of teaching best help children learn important knowledge, skills, attitudes, and values?); *learning*, (e.g., How do I know when my students have and haven't learned something? What is learning?); and *the critical role of social studies education* in the school curriculum (e.g., Can social studies serve as the integrating core?). These essential course questions will be answered with a review of the social studies curriculum as it relates to learning and development, differences in learning styles, critical thinking, problem solving and performance skills, active learning and motivation, inquiry, collaboration and supportive classroom interaction, instructional planning, assessment, reflection and professional growth, and professional leadership (based on pedagogical standards identified by the National Council for the Social Studies).

In addition, this course will emphasize the following:

- Democratic citizenship education is the primary aim of social studies;
- Social understanding and civic efficacy within context

- are two main components of social studies education
- Appreciation for cultural diversity is central to citizenship in a multicultural society;
- History, geography, civics, economics, and other social sciences are the primary disciplines within the social studies; and,
- Constructive learning is vital to mastery of social studies concepts.

Students will also create authentic and meaningful learning tasks that illustrate the ways in which teachers can simultaneously create social studies activities that reflect the Colorado State Standards and design curricula for the unique backgrounds and needs of their students.

The following principles for learning to teach will also serve as a guide as we move through our work together this semester (and as you move through the rest of your coursework at CU):

Program Principles:

1. Teachers must position students as sense-makers and knowledge-generators, who desire to invest and succeed in school. This involves noticing children, building relationships with them, valuing their perspectives, and attending to their thinking, curiosities and capabilities.
2. Teaching is both intellectual work and a craft. Deep knowledge of content and pedagogy, creativity, and passion fuel both learning and teaching.
3. Teachers must design equitable learning environments in which all children are engaged in robust and consequential learning.
4. Teachers' instruction and student learning is always conducted within the context of larger social systems, structures, and hierarchies.
5. What we do and say matters and must be analyzed. Our language and action constructs or constrains opportunities for children to build meaningful, positive, and sustained relationships to learning and one another.

Upon completion of this course, students will have mastered the following objectives:

- Define the purposes, standards, and themes of social studies education at the elementary level;
- Identify the multiple roles of professional social studies educators;
- Design and develop lessons utilizing local and national social studies standards, district curriculum guides, and scope and sequence charts;
- Deliver self-designed or adapted curricula social studies lessons based on identified curricular objectives, research-based instructional design practices, and creative instructional methodologies;
- Prepare social studies instructional plans based on an appreciation of the social, linguistic, emotional, physical, and cognitive abilities of individual elementary-level students (including those with special-needs);
- Identify, access, and evaluate social studies instructional resources, and relate ways these materials may be used to assist in preparing for and delivering instruction;
- Accommodate student diversity by utilizing various instructional and assessment methods complementary to social studies curricula; and,
- Integrate technology in the development and delivery of social studies units and lessons.

Together, the course activities, readings, and interactions with community resources will enable the teacher candidates to administer and assess their own social studies practices within the Practicum setting.

Required Text:

Parker, William C. (2012). *Social Studies in Elementary Education*. 14th Edition. Boston, MA: Pearson.

Supplemental texts used by instructor in planning sessions: (chapters or pages will be accessible on D2L throughout the semester as determined by syllabus dates)

- Checkley, K. (2008). *The Essentials of Social Studies, Grades K-8*. Association for Supervision and Curriculum Development (ASCD).
- Au, W., Bigelow, B., and Karp, S. (Eds.). (2007). *Rethinking Our Classrooms: Teaching for Equity and Justice*. Volume 1. Milwaukee, WI: Rethinking Schools.

Required Standards

In this course we will draw upon three sets of standards that shape teacher's work. (1) The newly revised Colorado k-12 Academic Standards outline the content and grade-level expectations for what children need to know/be able to do. (2) The Performance-based Standards for Colorado Teachers outline the knowledge and skills you need to develop, as a teacher. And (3) the National Council for Social Studies standards offer a vision/framework to understand why the social studies, as a school subject, matter.

The newly revised Colorado K-12 Academic Standards for Social Studies are available online at: http://www.cde.state.co.us/CoSocialStudies/Documents/Social_Studies_Adopted_12_10_09.pdf Download these standards. You will use these standards and grade-level expectations when designing and teaching instructional plans.

The Performance-Based Standards for Colorado Teachers are available on line at http://www.cde.state.co.us/cdeprof/download/ed_prep/li_perfbasedstandards.pdf.

These “serve as standards for the licensing of all teacher education candidates in Colorado and reflect the knowledge and skills required of beginning teachers.” This syllabus is marked throughout with bracketed standards to give you clear indicators of your professional responsibilities. The brackets indicate when you are “developing and practicing” [DP] a standard as well as the standards you must “satisfy” [S] in this class.

When a standard is met at the Developing/Practicing level [DP] that means you will have opportunities to develop an understanding of the standard's knowledge base and to develop/practice, with assistance, your abilities to apply the element in a field setting/university classroom and to evaluate the success of your teaching performance.

When a standard is satisfied [S] that means you have demonstrated proficiency on this standard. To demonstrate proficiency you must demonstrate a substantial knowledge and understanding of the standard element, the ability to apply the element in a field setting, and the ability to assess student learning and evaluate your teaching performance.

Each of the assignments in the syllabus must be completed successfully in order to ensure that you have achieved proficiency on the various Performance Standards for Colorado Teachers that are attached to each assignment. You will not pass this class unless all standards designated below at the “satisfying” level have been

met.

Performance-Based Standards addressed at the developing/practicing (DP) level in this course: 1.1, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.3, 5.1, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.5, 8.1, 8.2

Performance-Based Standards met at the satisfying level (S): 3.8., 4.2, 4.4, 8.5

This course draws upon a statement from the National Council of Social Studies (NCSS):

“Teaching social studies powerfully and authentically begins with a deep knowledge and understanding of the subject and its unique goals. Social studies programs prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.”

A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy.

A Position Statement of National Council for the Social Studies, 2008

NCSS standards are available online at:

<http://www.socialstudies.org/standards/strands>

Course Requirements/Demonstrations of Learning: You will receive a detailed description of all assignments/scoring rubrics in class:

1). Active Participation: Your attendance and active participation is vital to everyone’s success in this class. Our sessions will involve many discussions and modeled lessons, and these critical learning activities cannot happen without you! We will share ideas, questions, concerns, joys, and laughter together---critical components of your work as a teacher. The capacity to listen to and share with other classmates leads to a classroom community where everyone feels comfortable and safe doing work that comes from the heart. Active participation involves:

- Following the *Expectations for Professionalism**, which includes participating in all classes, arriving before class starts, and coming to class prepared
- Actively contributing to class discussions, engaging with in-class activities
- Being a positive, energetic presence in children’s lives and learning
- Engaging substantively and vigorously in the planning, documenting, and debriefing of rehearsals and teaching

2). School-Based Practicum: You must complete a 40-hour integrated Practicum for EDUC 4331 and EDUC 4341. **You are expected to attend all Practicum sessions. If an absence occurs, work with the cooperating teacher to make up the missed session. This is imperative.** Successful completion of practicum involves full attendance each week, successful evaluations by your mentor teachers, competent performance on field-based assignments from this course, and **documentation of your practicum sessions through your Multi-Modal Practicum journal.** Failing the Practicum requirements/mandates an automatic “F” for the course. Additional information on Practicum requirements for EDUC 4341 will be provided by

Professor Donna Begley. {6.1S, 8.1S,8.5S,1.1S,4.2S,4.4S,6.1S,6.2S,6.3S} **Practicum Journal Due: 4/28.**

3). Weekly Reading/ Quizzes: You are responsible for completing all of weekly assigned readings. There will be **3** quizzes given throughout the semester that will assess your commitment to this reading task. It is your responsibility to keep up with the readings in order for you to be an active participant and learner in the classroom community.

4). Lesson Plan #1/ Teaching and Reflective Analysis: You will identify and adapt/extend/elaborate a social studies lesson that your cooperating teacher plans to teach this semester. This task allows you to familiarize yourself with district-adopted curriculum and to work through the process of making this curriculum meaningful to students, to think through how to plan focused and sequenced instruction, and to align curriculum with national (NCSS) and state standards (CCSS), and to reflect upon your practice. Parts of your lesson will be videotaped, and you will be required to submit a written post-teaching reflection within **one week** of your teaching day. For this demonstration of learning, you must include an analysis of student learning utilizing a selection of student work from the lesson implementation. Choose three samples of student work representing the full range of student performance. At least one of these must be from an English language learner and one from a student who required differentiation. The third is a sample of your choice. As well, the lesson plan must be submitted for approval to both your mentor teacher and your university instructor **one week** before teaching. **Your mentor teacher or your university instructor will assess the implementation of your lesson as a final component of this task.** (A copy of the “Observation Form” will be posted to our class Google Site). **Please schedule with me and/or your cooperating teacher the observation of your lesson as soon as possible! This task needs to be completed by the week of 2/17.** {3.1DP, 3.2DP, 3.3DP, 3.4DP, 3.6DP, 3.8S, 4.1DP, 4.2DP, 4.3DP, 4.4DP, 5.1DP, 6.2DP, 6.3DP, 8.1DP, 8.5S}

5). Lesson Plan #2: Current Events Focus, write-up only: You will be responsible for developing a brief (2-3 page) summary of an appropriate local, state, national, or international news item that might be used to teach social studies at the elementary level. This report must include a brief summary of the current event; must include necessary background information for teachers wanting to address this topic such as a brief history and contextualization (e.g., historical, geographic, political) of the event, and some suggested quality resources. As well, you need to address how teaching this topic addresses CCSS Standards for Social Studies for your grade level, and include an idea for an elementary social studies lesson about this topic. The idea should contain a summary of the lesson idea and at least **two measurable objectives**. The content must be developmental appropriate. The write-up should be word-processed and should include references. Use APA style guide for citations. {1.4DP, 1.5DP, 4.1DP, 4.2DP, 4.3DP, 6.1DP, 8.1DP} **Due: Week of 3/10.**

6.) Lesson Plan #3: Integrated Social Studies/Literacy Strand/Teaching and Reflection: As a follow-up to Lesson #1, you will extend/elaborate/enhance and teach another social studies

lesson that comes from your **Unit plan** or **extends/enhances a lesson from your cooperating teacher's unit plans**. As in Lesson #1, you will video a small portion of the lesson for reflective purposes. For this demonstration of learning, you must include an analysis of student learning utilizing a selection of student work from the lesson implementation. Choose three samples of student work representing the full range of student performance. At least one of these must be from an English language learner and one from a student who represents a particular teaching challenge related to your experience for this lesson/assignment. The third is a sample of your choice. **A more detailed description of this task will be given in class, and this task applies to both EDUC 4331 and EDUC 4341. This task will be completed by the week of 4/21.**

{3.1DP, 3.2DP, 3.3DP, 3.4DP, 3.6DP, 3.8S, 4.1DP, 4.2S, 4.3DP, 4.4DP, 5.1DP, 6.2DP, 6.3DP, 8.1S, 8.5DP}

7.) Literature Circle/Article Discussion Groups: For this assignment, you will learn about the use of literature circles in social studies to support content area reading. You will be assigned to a group of 4-5 classmates, and there will be 4 articles throughout the semester that you will read, complete a literature circle role task for, and participate in a lively discussion with in class. **For full credit for this task, you will need to turn in your role sheet on the day that the article is due.** {1.3DP, 4.1DP, 4.2DP, 4.3DP, 6.1DP}

8.) Constructing Knowledge Through Social Studies Unit Project: In this assignment, you will develop a social studies unit around a topic that your mentor teacher plans to teach this semester. You may have district-adopted curriculum to utilize, and this project will allow you to work through the process of making this curriculum meaningful to students. You will learn how to think through how to plan focused and sequenced instruction, and to align curriculum with national (NCSS) and state standards. (Colorado Academic). This assignment allows you to both think through the design of a coherent unit of social studies instruction, and to teach at least one social studies lesson with reflection on your planning and implementation. As well, you and a peer will be responsible for leading a presentation utilizing resources and information available to educators that can assist them in meeting/addressing all of the Colorado Academic Standards for Social Studies. To facilitate this presentation, you will present resources from your unit such as picture/chapter books, websites, and community organizations that teachers could utilize when developing instructional activities for elementary social studies curricula. **The Unit plan must be developed individually, but the presentation is collaborative.** Candidates must email the entire unit packet to the instructor **one week** prior to presenting in class. During the in-class presentation, teachers will utilize a few of the literature sources, websites, and organizations on their unit plans to creatively present one (or more) ways in which their fellow students might use these resources in their future classrooms. **A more detailed handout on this assignment and presentation will be forthcoming.** {3.1 DP, 3.2 DP, 3.3 DP, 3.4 DP, 3.6 DP, 3.8 DP, 4.1DP, 4.2DP, 4.3DP, 7.2DP, 7.3DP, 7.5DP, 8.1DP, 8.2DP} **DUE: Partners will be assigned at the start of the semester, and presentations will be scheduled throughout the semester beginning the week of 10/7. The Unit Plan is due on your scheduled presentation day!**

***Expectations for Professionalism**

You are embarking on the start of your professional life! To ensure success for you, your classmates, and your young students, please abide by the following standards:

Arrive before start time (of class, in your field site). This allows you to get settled, check in with others, and be ready to go.

Come to class prepared. Complete all readings before class and be ready to contribute your responses, reflections, and questions with our community of learners.

You are expected to attend all practicum days and all class sessions. If you must miss a class or a field day, you must notify your instructor and be responsible for any class work that you have missed. See Grading Policy for more detail on how absences will affect your grade.

All assignments are due on the dates listed unless other arrangements have been made ahead of time.

Written work must be high quality----edited carefully for clarity, spelling and correct mechanics. Written assignments should adhere to APA (American Psychological Association) guidelines for style and format (1 inch margins, 12 point Times New Roman font, page numbers, and appropriate citations and references). For detailed information on the conventions for presenting citations, references, etc., please use the APA publication manual or visit the following site: <http://library.osu.edu/sites/guides/apagd.hpp>.

Turn off e-mail and cell phone ringers when you enter classes and schools. We will need our computers and access to technology, but we expect you will be focused on our work together in class.

Dress appropriately for your work in schools! You are a model for children and you are always interviewing for a teaching position.

Be generous and help others learn and succeed.

Mandated Reporters

Mandated reporters are individuals who are obligated by law to report suspected cases of child abuse and neglect. Any person who has contact with children in a professional capacity is a mandated reporter. Mandated reporter laws are designed to catch child abuse in its early stages, so that children do not suffer long-term damage. All teacher licensure candidates are a mandated reporter. For additional information, please consult the following resources:

BVSD (Boulder Valley Public Schools) training video, one page handout, and report form
<http://www.bvsvd.org/security/childabuse/Pages/default.aspx>

CDE (Colorado Department of Education) handbook, Preventing & Reporting Child Abuse & Neglect: Guidance for School Personnel
http://www.cde.state.co.us/cdeprevention/download/pdf/child_abuse_manual_2002.pdf

Grading Criteria

Based upon points given for participation and demonstrated learning tasks, grades will be awarded on the basis of the following scale and descriptors:

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
Below 82	C

- A** **Work fulfills and even goes beyond stated requirements of the assignment**
Demonstrates high level of critical thinking, making connections among readings, course sessions, field experiences, and personal beliefs
Ideas presented at a sophisticated level
Ideas presented in a highly organized and coherent manner
Presentation is of professional quality
- B** **Work fulfills stated requirements of assignment**
Demonstrates critical thinking
Ideas presented in a clear manner
Ideas presented in an organized and coherent manner
Presentation is good but may lack in professional quality
- C** **Work does not fulfill stated requirements of the assignment; work is lacking in one or more requirements**
Demonstrates thinking at a superficial/surface level
Ideas not clearly expressed
Ideas not presented in an organized, coherent manner
Presentation is basic and contains problems; not of professional quality

Grading Policy

Attendance: Your presence and participation are very important! Please come to class on time each day...prepared and ready to go! If you must miss a class, you must notify your instructor as soon as possible via email or text. I assume that you will find out what we discussed and obtain any handouts from class via a classmate. Missing more than ONE

class over the course of the semester may result in your grade being lowered by one full letter grade. In case of emergencies (e.g. death in the family, serious medical emergencies), exceptions to lowering the grade can be made at the instructor’s discretion as long as the request is accompanied by valid documentation.

Assignments: You may always use feedback to revise your written work if you submit an assignment that does not meet expectations. Revisions must be re-submitted within a week from when the first work was returned to you. You must attach the first copy to your revised work and include a “Writer’s Memo” that details the changes made on the new draft in reference to the feedback given previously. It is your decision to revise your work if you are not pleased with your grade. If your work falls below the “C” level, I will be clear that you must revise your work and will be available to support you in that effort.

Incompletes: No incompletes will be granted except under extreme emergencies.

Syllabus Changes: The instructor reserves the right to alter (add, delete and/or modify) the syllabus to meet the individual needs of the students.

Course Requirements:

Class Participation: attendance, discussions, activities	200 pts
Lesson #1: Social Studies Lesson/Teacher Feedback/Reflection	152 pts
Lesson #2: Integrated Literacy Lesson Plan/Video/Reflection	152 pts
Current Events Lesson Plan	50 pts
Literature Circle Articles (4 at 25 points each)	100 pts
Constructing Knowledge Unit Plan/Presentation	175 pts
Multimodal Practicum Journal	200 pts
Quizzes--3 total	87 pts
Total Points Possible:	1,116 pts

University of Colorado at Boulder Policy Statements

Accommodations

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services

determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and
<http://www.Colorado.EDU/disabilityservices>

If you have a temporary medical condition or injury, see guidelines at
<http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at
<http://www.colorado.edu/disabilityservices>

Religious Observance

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please notify me of upcoming events which require that you will miss a session or be late on an assignment. See full details at http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Academic Integrity

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at

<http://www.colorado.edu/academics/honorcode/>

WEEK	DATE AND TOPIC	READINGS AND LEARNING TASKS/ASSIGNMENTS
1	Jan. 13 <i>Introduction and Overview</i>	Course Welcome and Review of the Syllabus To Do: Write a letter of introduction to your Practicum Mentor teacher.
2	Jan. 20 <i>Foundations: What is Social Studies?</i> Practicum Begins Today	TO READ: Parker Ch.1 & Ch.8 TO DO: Bring in a copy of the CCSS Standards for Elementary Social Studies . Complete the "Classroom Observation Form". Begin Practicum Multit-Modal Response Blog.
3	Jan. 27 <i>Teaching Diverse Children</i>	TO READ: Parker Ch. 2 & Peterson: "Teaching for Social Justice". TO DO: QUIZ #1 Literature Circle Groups #1 Role Sheet due.
4	Feb. 3 <i>Full-Day Practicum Observations</i>	TO DO: Teach/Video/Analyze Lesson #1. (Due on 2/17) Submit "Classroom Observation Form".

5	<p style="text-align: center;">Feb. 10 <i>Democratic Citizenship Education</i></p>	<p>TO READ: Parker Ch.3 Checkley: "Students as Citizens and Activists"</p> <p>TO DO: Lesson Plan #1: Teach/Video/Analyze and Reflect</p>
6	<p style="text-align: center;">Feb. 17 <i>Teaching Strategies for Social Studies</i></p>	<p>TO READ: Parker Ch. 9 McTighe: "How Do We Establish a Culture of Inquiry in the Classroom?"</p> <p>TO DO: Lesson Plan #1 DUE TODAY</p>
7	<p style="text-align: center;">Feb. 24 <i>History and Geography</i></p>	<p>TO READ: Parker Ch. 4 Zinn: "Why Students Should Study History"</p> <p>TO DO: QUIZ #2 Literature Circle Discussion #2; Role Sheet due in class</p>
8	<p style="text-align: center;">March 3 <i>Current Events and Public Issues</i></p>	<p>TO READ: Parker Ch. 6</p> <p>TO DO: Begin planning for Lesson #2.</p>
9	<p style="text-align: center;">March 10 <i>Maps and Globes</i></p>	<p>TO READ: Parker Ch. 5</p> <p>TO DO: Current Events Lesson Write-up due today.</p>
10	<p style="text-align: center;">March 17 <i>Field Trip to Young Ameritowne</i></p>	<p>TO DO: Plan/Teach/Video/Analyze/Reflect for Lesson #2</p>
11	<p style="text-align: center;">March 24 Spring Break</p>	

	<p align="center">March 30 <i>Assessing Student Learning</i></p>	<p>TO READ: Parker Ch. 7 Kohl: "The Politics of Children's Literature"</p> <p>TO DO: Literature Circle #3: Role Sheet due. Continue work on Lesson #2.</p>
13	<p align="center">April 7 <i>The Secrets of Service Learning and Community Restorative Practices</i> <i>Guest Speaker: Cece Davis, Assistant Principal, Summit Middl</i></p>	<p>TO READ: Ashley and Burke: "Implementing Restorative Justice: A Guide for Schools"</p> <p>TO DO: Continue work on Lesson 2</p>
14	<p align="center">April 14 <i>Full-Day Practicum Observations</i></p>	<p>TO READ: Levstik & Barton: "Why Isn't That in the Textbook: Fiction, Non-Fiction, and Historical Thinking"</p>
15	<p align="center">April 21 <i>Social Studies as the Integrating Core</i></p>	<p>TO READ: Parker Ch. 11 Johnson: "Why is This the Only Place In Portland..."</p> <p>TO DO: QUIZ #3 Lesson #2 Due. Literature Circle Role Sheet #4 Polish Multimedia Practicum Journals</p>
16	<p align="center">April 28 Last Day: Celebrations</p>	<p>To Do: Prepare to present Multi-Modal Projects.</p>

