

**MS\_ED 459/Teach Ed 359**  
**Methods and Techniques in Secondary Teaching: Social Science**

Fall 2021 – Wednesdays: 6:00-9:00PM  
Annenberg 303  
Weekly Office Hours: By Appointment Only

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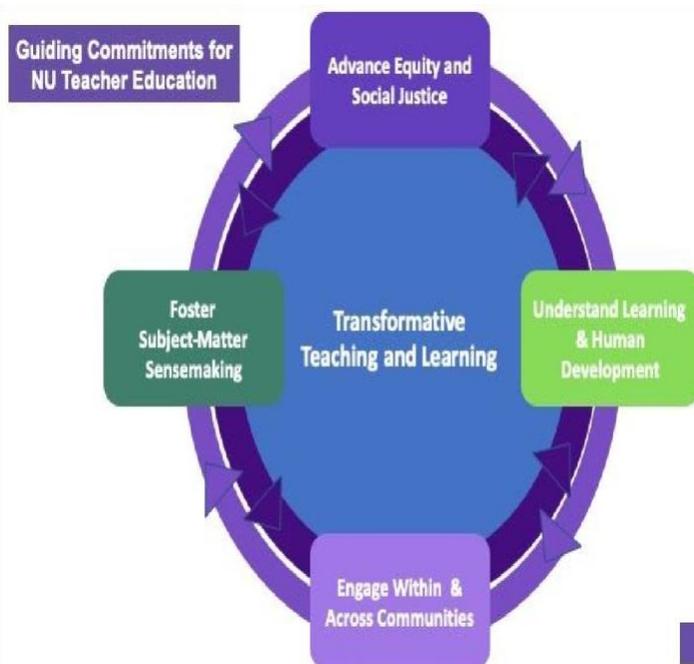
**Course Description:** This course is based on critical reflective teaching pedagogies, principles, and theoretical frameworks. We will be investigating how to create humanizing, relevant, engaging, and liberatory learning environments that are rooted in the teaching of history and social sciences in secondary educational settings. Teacher candidates engaged in this work will have opportunities to interrogate their own fundamental pedagogical frameworks while developing frameworks for their own learning environments. As we continue to navigate this pandemic, as well as the realities of our lives, we will need to consider flexibility, grace, and understanding as we move in this learning together. By the end of the experience, teacher candidates engaged in this work will have developed frameworks for designing their own learning environments, which includes but is not limited to lesson planning, curricular unit development, considerations of fostering interpersonal relationships, cultivating cultures of learning, and the implementation of instructional delivery that meet the needs of a diversity of learners.

**Course Objectives:**

Teacher candidates should be able to

- 1) Articulate thoughtful, informed rationales for social studies instructional and curricular decisions that reflect and contextualize historical realities, reflect an understanding of the diversity of students' [and families] backgrounds, and are based on culturally sustaining pedagogical practices given students' needs and their lived cultural realities.
- 2) Create written lesson plans that incorporate objectives grounded in state and national content standards and to provide opportunities for structured, scaffolded, equitable and authentic intellectual learning designed to meet the learning needs of diverse students.
- 3) Implement, evaluate, and reflect upon curricula and instructional practices that lead to equitable, authentic intellectual learning environments for ALL students.

These objectives align with Northwestern University's School of Education and Social Policy's Teacher Education Guiding Commitments and will be reflected in the learning experiences afforded in this space. Please refer to this link for more [context](#).



The Northwestern Teacher Education Program's Guiding Commitments are:

- A statement of values about education for dignity, theories of learning as a social, cognitive, ethical and cultural process, and belief in the power of practices that create culturally sustaining & anti-racist learning environments
- Tools for strengthening our cultural life living through Course, "Discipline", Program, and Community
- Opportunities to build knowledge, enact practices/ performances, cultivate dispositions

### Core Course Questions:

- 1) What is our **PURPOSE & INTENTION**? Can we articulate why the project of learning social sciences in today's sociopolitical matters? Based on these realities, what are our students learning and doing based on our work with them?
- 2) Who are our **STUDENTS & FAMILIES**? In what ways are you understanding their realities, ways of being, and ways of knowing as you make considerations for building and sustaining student learning?
- 3) How do we **DO** what we do? What methods, strategies, and systems are we using to engage with students, with particular attention to disrupting the replication of oppressive practices, while naming and centering liberatory realities?

### Illinois Professional Teaching Standards (IPTS) -2013

This course aligns with ISBE's IPTS and will provide students with opportunities to engage with each standard throughout the course. Click the link to find the Knowledge Indicators for each standard.

[https://www.isbe.net/Documents/IL\\_prof\\_teaching\\_stds.pdf](https://www.isbe.net/Documents/IL_prof_teaching_stds.pdf)

- **Standard 1 – Teaching Diverse Students** – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of the social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
- **Standard 2 – Content Area Pedagogical Knowledge** - The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.
- **Standard 3 – Planning for Differentiated Instruction** - The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.
- **Standard 4 – Learning Environment** – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
- **Standard 5 – Instructional Delivery** – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
- **Standard 6 – Reading, Writing, and Oral Communication** – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.
- **Standard 7 – Assessment** – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.
- **Standard 8 – Collaborative Relationships** – the competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.
- **Standard 9 – Professionalism, Leadership and Advocacy** – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

### Required Texts:

1. Boggs, G. L., & Kurashige, S. (2011). *The next American revolution: Sustainable activism for the twenty-first century*. Berkeley, CA: University of California Press. ISBN: 9780520272590
2. Duncan-Andrade, J. M. R., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools*. New York: Peter Lang. ISBN: 9780820474151
3. Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston, MA: Beacon Press ISBN: 9780807028346
4. Muhammad, G. (2020) *Cultivating genius: An equity framework for culturally and historically responsive literacy*. New York, NY: Scholastic. ISBN: 9781338594898
5. Additional Readings will be available through Canvas.

## Required Assignments:

- ***Community Engagement and Attendance (17%):*** Attendance and participation, including engagement with the readings, are required and crucial to the establishment of a shared intellectual community. Participation also involves how we listen and engage with one another's ideas and questions. A few words from Shotter (2005) to keep in mind:

“seeing *with another's words in mind* can itself be a thoughtful, feelingful, way of seeing, while thinking *with another's words in mind* can also be a feelingful, seeingful, way of thinking – a way of seeing and thinking that brings one into a close and personal, living contact with one's surroundings, with their subtle but mattering details.”

Student attendance at every class meeting is expected. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must let me know. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to retake the class at another time.

- ***Weekly (except for weeks 1, 7, 9 & 10) Think Pieces (40%):*** Your think pieces serve as a structured analytic space to engage deeply with course texts and ideas. They are not a summary. We encourage you to engage the authors' arguments in your own words, explicate specific passages in the text, draw connections to your own lived experiences, and offer your own interpretations and questions, particularly as it relates to your and our collective creation and facilitation of learning environments for social sciences. **Think pieces should be at least 1 page single-spaced (except for the final Think Piece) Details for the final think piece will be discussed later in the quarter.** As you write your think pieces, keep in mind the following:
  - Which ideas or questions speak to you most and why? Which fall short or left you questioning? We encourage you to write about what you find to be insightful and what you find to be puzzling.
  - What new questions did this reading raise for you about how to create and facilitate learning environments for social sciences? You may want to revisit the core course questions mentioned above.
  - Do not be afraid to float a “half-baked” idea—think pieces provide a space to work through ideas and questions on paper.
  - What connections are you making between the readings, personal and professional experiences, and learning?
- ***Learning Experience Design (25%):*** You will be able to imagine and create a singular (mini learning experience) and an extended learning experience (unit learning experience).
  - Mini-Lesson: You will create and submit a lesson plan in preparation for a mini-lesson that will be facilitated in our class. Details will be discussed later in the quarter. This will be done in pairs
  - Unit Lessons: You will work in groups of three to design and submit a set of implementable unit lessons consisting of three to five learning experiences to be presented and critiqued by a panel of secondary educators. Details will be discussed later in the quarter.
- ***Learning Experience Facilitation (18%):***
  - Mini-Lesson: You will facilitate your learning experience in class on 10/13 or 10/20. Details will be discussed later in the quarter.
  - Topics Presentation: You will present on one of the special reading topics on 11/10. Details will be discussed later in the quarter.

The table below has each assignment, point value, and associated due dates.

Assignment	Point Value	Due Date
THINK PIECE #1	10	09/27/2021 BY 6PM
THINK PIECE #2	10	10/05/2021 BY 8AM
THINK PIECE #3	10	10/12/2021 BY 8AM
THINK PIECE #4	10	10/19/2021 BY 8AM OR * 10/22 by NOON IF TEACHING*
MINI-LESSON		
- LESSON PLAN	10	10/11/2021 OR 10/18 BY MIDNIGHT
- TEACHING	25	10/13/2021 OR 10/20 IN CLASS
THINK PIECE #5	10	10/26/2021 BY 8AM OR * 10/29 by NOON IF TEACHING*
THINK PIECE #6	10	11/9/2021 BY 8AM
TOPICS PRESENTATIONS	30	11/10/2021 IN CLASS
MINI UNIT PRESENTATIONS	65	12/01/2021 IN CLASS
FINAL THINK PIECE	60	12/09/2021 BY MIDNIGHT
COMMUNITY ENGAGEMENT & ATTENDANCE	50	ALL THE TIME ☺
TOTAL	300	
<b>NUMBERS &amp; GRADING: A VISUAL</b>		
THINK PIECES	120	40%
LEARNING EXPERIENCE DESIGN	75	25%
LEARNING EXPERIENCE FACILITATION	55	18%
COMMUNITY ENGAGEMENT & ATTENDANCE	50	17%

**Grading Scale:**

A	A-	B+	B	B-	C+	C	C-	D
285-300	270-284	261-269	249-260	240-248	231-239	219-230	210-218	209<x<180

**Approach to Feedback:**

You will receive written feedback on your writing and learning experience design for this course via Canvas. Feedback should be viewed as 1) a conversation about your ideas, 2) a space to push your thinking on core concepts from the texts and 3) a context for apprenticeship in creative, scholarly writing and thinking in community. I invite you to approach the feedback as formative. This means that comments *are aimed at your learning*; they are meant to help deepen your thinking and improve your writing over time. At times, we will provide specific suggestions for things to work on in your subsequent think pieces and learning experience design and facilitation. In other moments, we will raise questions pertaining to the big ideas of the course, or to identify areas where you might reflect on your assumptions. We will highlight passages that typify powerful forms of creative, scholarly writing and encourage you to continue stretching into this craft. If you have questions about any of the comments, send me an email or set up a time to talk. I am happy to talk about your writing at any point in the quarter. Interesting enough, this written feedback practice can and should inform your own pedagogical reflections on formative and summative assessments, as well as setting up space for deeper learning. Points are typically deducted from think pieces if you do not engage with your ideas, thinking on core concepts from the texts, or ideas provided by the authors. For other major assignments, rubrics will be provided; otherwise, you'll receive full credit for completion of required tasks.

**Writing Support:** If you need additional assistance or support with your writing, we encourage you to reach out to the teaching team and/or visit the Northwestern University Writing Center ([www.writing.northwestern.edu](http://www.writing.northwestern.edu)).

**School of Education and Social Policy Academic Integrity Statement:** Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: <http://www.northwestern.edu/provost/policies/academic-integrity/index.html>

**Support for Wellness & Mental Health:** Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). Additional information on all the resources mentioned above can be found here:

- <https://www.northwestern.edu/counseling/>
- <https://www.northwestern.edu/religious-life/>
- <https://www.northwestern.edu/care/>

**Accommodations for Students with Disabilities:** “Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university’s established accommodation process (e: [accessiblenu@northwestern.edu](mailto:accessiblenu@northwestern.edu); p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.

**COVID-19 Testing Compliance:** To protect the health of our community, Northwestern University requires unvaccinated students who are in on-campus programs to be tested for COVID-19 twice per week. Students who fail to comply with current or future COVID-19 testing protocols will be referred to the Office of Community standards to face disciplinary action, including escalation up to restriction from campus and suspension.

**COVID Classroom Expectations:** Students, faculty, and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Code of Conduct](#). With respect to classroom procedures, this includes:

Policies regarding masking and social distancing evolve as the public health situation changes. Students are responsible for understanding and complying with current masking, testing, Symptom Tracking, and social distancing requirements.

- In some classes, masking and/or social distancing may be required accommodations for the instructor or a student in the class even when not generally required on campus as a result of the Americans with Disabilities Act (ADA). In such cases, the instructor will notify the class.
- Class sessions for this course will occur in person. Individual students will not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by AccessibleNU.”
- No food is allowed inside classrooms. Drinks are permitted, but please keep your face covering on and use a straw.
- Faculty may assign seats in some classes to help facilitate contact tracing in the event that a student tests positive for COVID-19. Students must sit in their assigned seats.
- Maintaining the health of the community remains our priority. If you are experiencing any symptoms of COVID do not attend class and update your Symptom Tracker application right away to connect with Northwestern’s Case Management Team for guidance on next steps. Also contact the instructor as soon as possible to arrange to complete coursework.
- Students who experience a personal emergency should contact the instructor as soon as possible to arrange to complete coursework.
- Should public health recommendations prevent in person class from being held on a given day, the instructor or the university will notify students.

If a student fails to comply with the [COVID-19 Code of Conduct](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. I will report the incident to the Office of Community Standards for additional follow-up.

**Prohibition of Recording of Class Sections by Students:** Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the [University’s Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Week & Theme	Date	Readings [To be done by the date they appear on the syllabus, except for Week 1]	Assignments [Due dates and times are indicated here]
WEEK 1- INTRODUCTIONS: WHO ARE YOU? WHY ARE YOU HERE? HOW ARE WE ENGAGING?	Sept 22, 2021	<p>Love, B. (2020, April 29). Teachers, We Cannot Go Back to the Way Things Were. Retrieved September 08, 2020, from <a href="https://www.edweek.org/ew/articles/2020/04/30/teachers-we-cannot-go-back-to-the.html">https://www.edweek.org/ew/articles/2020/04/30/teachers-we-cannot-go-back-to-the.html</a></p> <p>Ross, K. (2020, June 04). Call It What It Is: Anti-Blackness. Retrieved September 08, 2020, from <a href="https://www.nytimes.com/2020/06/04/opinion/george-floyd-anti-blackness.html">https://www.nytimes.com/2020/06/04/opinion/george-floyd-anti-blackness.html</a></p> <p>Wing, K. (2020, May 29). Teachers Must Hold Themselves Accountable for Dismantling Racial Oppression. Retrieved September 08, 2020, from <a href="https://educationpost.org/teachers-must-hold-themselves-accountable-for-dismantling-racial-oppression/">https://educationpost.org/teachers-must-hold-themselves-accountable-for-dismantling-racial-oppression/</a></p>	None
Week 2 – THE SOCIOCULTURAL CONTEXT OF TEACHING SOCIAL SCIENCES	Sept 29, 2021	<p>Boggs, G. L., &amp; Kurashige, S. (2011). <i>The next American revolution: Sustainable activism for the twenty-first century</i>. Berkeley, CA: University of California Press. <b>[INTRODUCTION &amp; CHAPTER 1]</b></p> <p>Duncan-Andrade, J. M. R., &amp; Morrell, E. (2008). <i>The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools</i>. New York: Peter Lang. <b>[CHAPTER 1]</b></p> <p>Love, B. L. (2019). <i>We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom</i>. <b>[CHAPTER 1-3]</b></p> <p>Philip, T. M., Jurow, A. S., Vossoughi, S., Bang, M., &amp; Zavala, M. (2017). The learning sciences in a new era of U.S. nationalism. <i>Cognition and Instruction</i>, 35(2), 91–102. <a href="https://doi.org/10.1080/07370008.2017.1282486">https://doi.org/10.1080/07370008.2017.1282486</a> <b>[CANVAS]</b></p> <p>Philip, T. M., Bang, M., &amp; Jackson, K. (2018). Articulating the “How,” the “For What,” the “For Whom,” and the “With Whom” in Concert: A Call to Broaden the Benchmarks of our Scholarship. <i>Cognition and Instruction</i>, 36(2), 83–88. <a href="https://doi.org/10.1080/07370008.2018.1413530">https://doi.org/10.1080/07370008.2018.1413530</a> <b>[CANVAS]</b></p> <p><b>IN CLASS DOCUMENTARY:</b> Lee, G., Libresco, C., Wilkin, A., Boggs, G. Lee, Glover, D., Ayers, W., Davis, A. Y, Putnam, J., Roberts, K., Henry, J., Tran, Q., &amp; Maddala, V. (2013). <i>American revolutionary : the evolution of Grace Lee Boggs</i>. Widescreen. [United States]: LeeLee Films. <b>[CANVAS]</b></p>	THINK PIECE #1 <b>DUE MONDAY BY 6PM</b>

<p>WEEK 3 – WHAT ARE CRITICAL PEDAGOGIES? WHAT DO THEY AFFORD OUR LEARNING ENVIRONMENTS?</p>	<p>Oct 6, 2021</p>	<p>Duncan-Andrade, J. M. R., &amp; Morrell, E. (2008). <i>The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools</i>. New York: Peter Lang. <b>[CHAPTER 2-4]</b></p> <p>Love, B. L. (2019). <i>We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom</i>. <b>[CHAPTER 4-5]</b></p> <p>Muhammad, G. (2020) <i>Cultivating genius: An equity framework for culturally and historically responsive literacy</i>. New York, NY: Scholastic. <b>[PART 1]</b></p> <p>Van Drie, J., &amp; Van Boxtel, C. (2008). Historical reasoning: Towards a framework for analyzing students’ reasoning about the past. <i>Educational Psychology Review</i>, 20(2), 87–110. <a href="https://doi.org/10.1007/s10648-007-9056-1">https://doi.org/10.1007/s10648-007-9056-1</a> <b>[CANVAS]</b></p>	<p>THINK PIECE #2 DUE <b>TUESDAY BY 8AM</b></p>
<p>WEEK 4 – ABOLITIONIST TEACHING OF SOCIAL SCIENCES</p>	<p>Oct 13, 2021</p>	<p>Boggs, G. L., &amp; Kurashige, S. (2011). <i>The next American revolution: Sustainable activism for the twenty-first century</i>. Berkeley, CA: University of California Press. <b>[CHAPTER 2 &amp; 3]</b></p> <p>Love, B. L. (2019). <i>We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom</i>. <b>[CHAPTER 5 &amp; 6]</b></p> <p>Muhammad, G. (2020) <i>Cultivating genius: An equity framework for culturally and historically responsive literacy</i>. New York, NY: Scholastic. <b>[PART 2]</b></p> <p><b>Guest: Community of Educators HTOY, Gilder Lehrman Institute of American History</b></p>	<p>THINK PIECE #3 DUE <b>TUESDAY BY 8AM</b></p>
<p>WEEK 5 - DREAMING NEW FUTURES IN TEACHING SOCIAL SCIENCES PART 1 MACRO METHODS</p>	<p>Oct 20, 2021</p>	<p>Boggs, G. L., &amp; Kurashige, S. (2011). <i>The next American revolution: Sustainable activism for the twenty-first century</i>. Berkeley, CA: University of California Press. <b>[CHAPTER 4 &amp; 5]</b></p> <p>Love, B. L. (2019). <i>We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom</i>. <b>[CHAPTER 7]</b></p> <p>Muhammad, G. (2020) <i>Cultivating genius: An equity framework for culturally and historically responsive literacy</i>. New York, NY: Scholastic. <b>[PART 3]</b></p> <p>Philip, T. M. (2011). An “ideology in pieces” approach to studying change in teachers’ sensemaking about race, racism, and racial justice. <i>Cognition and Instruction</i>, 29(3), 297–329. <a href="https://doi.org/10.1080/07370008.2011.583369">https://doi.org/10.1080/07370008.2011.583369</a> <b>[CANVAS]</b></p> <p>Zavala, M. (2016). Design, participation, and social change: What design in grassroots spaces can teach learning scientists. <i>Cognition and Instruction</i>, 34(3), 236–249. <a href="https://doi.org/10.1080/07370008.2016.1169818">https://doi.org/10.1080/07370008.2016.1169818</a> <b>[CANVAS]</b></p>	<p>THINK PIECE #4 DUE <b>TUESDAY BY 8AM OR * 10/22 by NOON IF TEACHING MINI-LESSON*</b></p> <p>LESSON PLANS DUE <b>MONDAY BY MIDNIGHT</b></p> <p>TEACHING MINI-LESSONS DUE IN CLASS</p>
<p>WEEK 6 - DREAMING NEW FUTURES IN</p>	<p>Oct 27, 2021</p>	<p>Duncan-Andrade, J. M. R., &amp; Morrell, E. (2008). <i>The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools</i>. New York: Peter Lang. <b>[CHAPTER 5-7]</b></p>	<p>THINK PIECE #5 DUE <b>TUESDAY BY 8AM OR * 10/29 by NOON</b></p>

TEACHING SOCIAL SCIENCES PART 2 MICRO METHODS		<p>Winchester, C. (2018). Investing in critical leadership development with high-school students. <i>New Directions for Student Leadership</i>, 2018(159).  <a href="https://doi.org/10.1002/yd.20295">https://doi.org/10.1002/yd.20295</a> [CANVAS]</p> <p><b>*POSSIBLE SPEAKERS*: Students Organized Against Racism</b></p>	<p>IF TEACHING MINI-LESSON*</p> <p>LESSON PLANS DUE <b>MONDAY BY MIDNIGHT</b></p> <p>TEACHING MINI-LESSONS DUE IN CLASS</p>
WEEK 7 – CONSIDERING STATE, NATIONAL, AND DISRUPTIVE STANDARDS	<p>Nov 3, 2021  <b>*ASYNCHRONOUS*</b></p>	<p><b>*INDIVIDUAL CHECK IN MEETINGS*</b></p> <p>Duncan-Andrade, J. M. R., &amp; Morrell, E. (2008). <i>The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools</i>. New York: Peter Lang. [CHAPTER 8]</p> <p><b>TO BE UPDATED</b>  <b>NCHS, Teaching Tolerance, APUSH, Common Core, State Standards &amp; Mandates</b></p>	<p>None</p>
WEEK 8 – IMPLEMENTATION IN THE LEARNING ENVIRONMENT	<p>Nov 10, 2021</p>	<p>Boggs, G. L., &amp; Kurashige, S. (2011). <i>The next American revolution: Sustainable activism for the twenty-first century</i>. Berkeley, CA: University of California Press. [CHAPTER 6]</p> <p>Duncan-Andrade, J. M. R., &amp; Morrell, E. (2008). <i>The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools</i>. New York: Peter Lang. [CHAPTER 9]</p> <p><b>*Guest Speaker: Dr. Ava Jackson*</b></p> <p><b>SELECTED TOPICS PRESENTATIONS:</b></p> <p>Shun, W., Lam, E., Smirnov, N., Chang, A. A., Easterday, M., Rosario-Ramos, E., &amp; Doppelt, J. (n.d.). <i>Multimodal Voicing and Scale Making in Youth’s Video Documentary on Immigration</i>. 1–40. [CANVAS]</p> <p>Vossoughi, S. (2014). Social analytic artifacts made concrete: A study of learning and political education. <i>Mind, Culture, and Activity</i>, 21(4), 353–373.  <a href="https://doi.org/10.1080/10749039.2014.951899">https://doi.org/10.1080/10749039.2014.951899</a> [CANVAS]</p> <p>Lee, C. D. (1995). A culturally based cognitive apprenticeship: Teaching African American high school students skills in literary interpretation. <i>Reading Research Quarterly</i>, 30(4), 608–630. [CANVAS]</p>	<p>THINK PIECE #6 DUE <b>TUESDAY BY 8AM</b></p> <p>TOPIC PRESENTATIONS DUE IN CLASS</p>

		<p>Barajas-López, F., &amp; Bang, M. (2018). Indigenous making and sharing: Claywork in an Indigenous STEAM Program. <i>Equity and Excellence in Education</i>, 51(1), 7–20. <a href="https://doi.org/10.1080/10665684.2018.1437847">https://doi.org/10.1080/10665684.2018.1437847</a> [CANVAS]</p> <p>Nasir, N. S., Rosebery, A. S., Warren, B., &amp; Lee, C. D. (2014). Learning as a cultural process: Achieving equity through diversity. <i>The Cambridge Handbook of the Learning Sciences, Second Edition</i>, 686–706. <a href="https://doi.org/10.1017/CBO9781139519526.041">https://doi.org/10.1017/CBO9781139519526.041</a> [CANVAS]</p>	
WEEK 9 – BUILDING BRIDGES	Nov 17, 2021 <b>*ASYNCHRONOUS*</b>	*INDIVIDUAL CHECK IN MEETINGS*	None
WEEK 10 – CLOSURE: SHARING IN COMMUNITIES OF PRACTICE	Dec 1, 2021	INDEPENDENT WORK TIME: UNIT PLANNING REVIEWING LEARNING WITH A PANEL OF EDUCATORS	UNIT PLANS DUE IN CLASS
<b>FINAL THINK PIECES DUE Thursday, December 9<sup>th</sup>, by Midnight</b>			