

WELCOME (WEEK ONE)				
OUTCOME ESSENTIAL UNDERSTANDINGS	ASSESSMENT	ACTIVITY	NYS STANDARDS	TIME
Students will become familiar with one another.	Post to group discussion board under Introductions thread.	Define your personal profile using a fictional character, a car and an animal. Tell background information (grade level, # yrs taught, etc...)	N/A	15 minutes
Students will learn to use the on-line format.	Post in group discussion by replying to Introductions Thread	Same as above	N/A	Same

BACKWARDS DESIGN (WEEK ONE)				
OUTCOME ESSENTIAL UNDERSTANDINGS	ASSESSMENT	ACTIVITY	NYS STANDARDS	TIME
Students will understand the backwards design approach as defined by Ralph Wiggins	Post group response to Backwards Design thread in Group Discussion Board	Discuss main ideas of backwards design with group members & how it can help improve instruction in the classroom & help meet the standards.	N/A	45 min (research) and 30 min (discussion)
Students will demonstrate understanding of backwards design by applying it to a content unit in Social Studies	Post under Group Discussion Board under Backwards Design thread. Post to Class Discussion Board under Backwards Design thread	Individually, apply backwards design to one unit by listing essential understandings of that unit (using standards & district curriculum). Post on group discussion board & receive feedback, then post on class discussion board for instructor feedback.	N/A	30 min

PRIMARY DOCUMENTS (WEEK TWO)				
OUTCOME ESSENTIAL UNDERSTANDINGS	ASSESSMENT	ACTIVITY	NYS STANDARDS	TIME
Students will understand how primary documents can be used to teach content in an authentic, meaningful & motivating way.	Post response to reading in class Discussion Board under Experience With Primary Documents thread	Based on the reading, explain why you think primary documents are helpful in teaching social studies content. Describe your experience with primary documents.	N/A	45 min (reading) and 15 min (explaining)
Students will understand the many different types of primary documents (i.e. photographs, cartoons, advertisements, census records, wills, inventories, etc...)	Post response in class Discussion Board under What Am I Looking For? thread.	Read about the different types of primary documents and how they can be applied to the curriculum. Based on reading & on essential understandings of their unit, students should define what they are looking for in terms of historical documents (warning: due to availability, you may want to define ideal search parameters but please be cautioned to seek other possibilities if needed).	N/A	45 min (read) and 15 min (post)

SEARCHING FOR PRIMARY DOCUMENTS (WEEKS THREE AND FOUR)				
OUTCOME ESSENTIAL UNDERSTANDINGS	ASSESSMENT	ACTIVITY	NYS STANDARDS	TIME

Students will understand how using personal primary documents can make learning social studies more authentic, meaningful and relevant.	Post report in class discussion board under Family History thread.	Research family history. Use websites such as www.ellisland.org < http://www.ellisland.org > and www.ancestry.com < http://www.ancestry.com > (library) to access documents about personal family history that relate to your content unit. Report back to share what primary documents were found and how they can be applied to your content unit. If they don't fit with this content unit, how could you use them?	Depends on content unit	2 hours (research) and 15 min (report)
Students will demonstrate understanding of how to search for primary documents using the internet as a tool.	Discussion in group chatroom.	Using a list of suggested sites, and your own, search for primary documents on the internet that will help to teach the essential understandings of your content unit. Sometime in the middle of this researching period, groups will meet to discuss their successes and the problems they have faced in their searching, offering advise and support to one another.	Depends on Content Unit	2 hours (search) and 30 min (discuss)
Students will demonstrate understanding of how to search for primary documents using local resources as a tool (libraries, historical societies, county or town clerk's office, museums, etc...).	Post report in class discussion board under Local Resources thread.	Read an article (or website) about how research can be done locally for more information about historical topics. Then report back on what you found that can be used in your content unit.	Depends on Content Unit	30 min (read) and 2 hours (search) and 15 min (report)

STRATEGIES FOR TEACHING WITH PRIMARY DOCUMENTS (WEEK FIVE)				
OUTCOME ESSENTIAL UNDERSTANDINGS	ASSESSMENT	ACTIVITY	NYS STANDARDS	TIME

Students will reflect upon their use of primary documents in their prior experience.	Discussion in group chatroom.	Based on the reading, students will discuss with group-mates how they have taught using primary documents in the past.	Depends on prior experience with primary documents & their grade level curriculum	45 minutes (reading) and 30 minutes (discussion)
Students will demonstrate understanding of how primary documents can be used for instruction. This will include use of reflective journals, questioning, activities & DBQ's.	Post in Group Discussion Board under Teaching Strategies thread. Then post in Class Discussion Board under Teaching strategies thread.	Based on reading & essential understandings of your content unit, consider how you will incorporate journal writing, questions, activities &/or DBQ's into their unit. There should be a balance of methods for teaching with the primary documents.	Depends on the content unit	1 hour

PUTTING IT ALL TOGETHER (WEEK SIX)				
OUTCOME	ASSESSMENT	ACTIVITY	NYS STANDARDS	TIME
Students will demonstrate understanding of the essential understandings of the unit.	Post under Group Discussion Board under Project thread. Then post under Class Discussion Board under Project thread.	Use the primary documents that you have found to teach the essential understandings of your content unit. Describe how you will use each document or set of documents to teach or assess the students in your class. Give feedback to your group-mates & receive their feedback before posting in Class Discussion Board.	Depends on the content unit	1 hour and 15 minutes
Student will complete the course Evaluation		Complete course assignment		15 minutes