INSTRUCTOR(S):
Colin Kloster, MA
Fargo Public Schools/adjunct professor NDSCS history department
801 - 17th Ave N.
Fargo, ND
701-446-2503
klostec@fargo.k12.nd.us

Ashley Baggett, Ph.D.
NDSU, assistant professor of history
Dept. 2340
P.O. Box 6050
Fargo, ND
701-231-8299
ashley.baggett@ndsu.edu

GUEST LECTURERS:
I hour breakout session speakers include:

- Brad Ambrosius, teacher at Kindred High School, BS from NDSU
- Kevin Baggett, librarian at Concordia College, MILS from Louisiana State University
- Darcy Bakkegard, teacher West Fargo High School, MEd from University of Wisconsin-River Falls
- Ann Braaten, Associate Professor and Curator of the Emily P. Reynolds Costume Collection, PhD from University of Minnesota
- Susanne Caro, librarian at NDSU, MLS from Texas Woman’s University
- Susan Curtis, Collections Manager, Emily Reynolds Historic Costume Collection, NDSU, MA from University of Nebraska-Lincoln
- Donna Davidson, teacher at Center-Stanton Public School District, BA from University of Jamestown
- Adam Elznic, technology services coordinator NDSU, BA from MSUM
- Kari Hall, teacher at Williston High School, MA from Ashland University Taylor Hamblin, instructor at the University of Nebraska-Lincoln,
- Barbara Handy-Marchello, historian at the State Historical Society of ND, PhD from University of Iowa
- Megan Homuth, teacher at Sheyenne High School, MEd University of Jamestown
- Cheryl Kary, executive director of Sacred Pipe Resource Center, PhD from UND
- Courtney Johnson, teacher at South Fargo High School, BS from NDSU
- Maddison Melquist, librarian at NDSU, MLS from Kent State University
- Hallie Pritchett, associate dean of NDSU libraries, MLIS, University of Illinois
- Sean Ritchie, teacher at Fargo North High School, MEd from NDSU
- George Roughead, teacher at Valley Middle School, BS
- Jackie Stifter, teacher at Alexandria High School, BS from NDSU
- Anne Susan, representative at Pearson, MA
- David Tack, teacher at Grand Forks Central, PhD from UND
- Kyle Ward, director of social studies education at University of Minnesota-Mankato, PhD from Indiana State University
- Vince Williams, head principal at Discovery Middle School, EdD from MSUM
- Maggie Zentner, teacher at Hillsboro High School, BS from NDSU

**TEXT:**
There is no required text but several breakout sessions will provide handouts.

**DESCRIPTION:**
The Great Plains Social Studies Council 2019 workshop will consist of several breakout sessions that deal with a variety of social studies topics. Each session will instruct and promote current and best pedagogical practices. Attendees will be required to attend a minimum of five breakout sessions as well as a debriefing session. They will also create two lesson plans using information and material acquired at the workshop and give feedback with a purpose on other participants’ lesson plans.

**NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS:**
The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments. This course aligns with all 5 of those standards.

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

**OBJECTIVES/OUTCOME:**
Attendees will demonstrate mastery of two social studies teaching methods learned in the workshop.

**TOPICAL OUTLINE:**
The workshop will last from 8am to 1pm (5 hrs.) on September 28, 2019. There will be a wide range of topics offered but all fall within the realm of social studies. There will be a track focusing specifically on teachers wishing to teach the Suffrage Movement in their class. Attendees will be allowed to choose topics that fall within their curricular and/or interest areas.

An additional minimum of 10 hours outside of the workshop will follow through participation in online discussions, peer reflective feedback, and a final lesson plan by December 01, 2019.
COURSE REQUIREMENTS:
Participants will:
● Attend a minimum of 5 breakout sessions for the workshop.
● Attend a debriefing session following the workshop.
● Complete two lesson plans using information and resources gained in the sessions they attended. Lessons plans should be completed by December 01, 2019 using the template provided.
● Write feedback with a purpose on four peers’ lesson plans.

REQUIRED STUDENT RESOURCES:
Participants will need access to the internet and a computer.

EVALUATION PLAN:
Participants will be evaluated using Satisfactory/Unsatisfactory grading system. To receive credit for the course, participants must achieve a “Satisfactory” mark on every course requirement.

Rubrics for each course requirement are as follows:
● **Workshop Attendance**:  
  *Satisfactory* score will be awarded for those who attend the entire workshop and sign in to five breakout sessions.  
  *Unsatisfactory* score will be given to those who do not attend the full workshop or do not sign into five breakout sessions.

● **Debriefing Session**:  
  *Satisfactory* score will be given to those who attend and sign into the debriefing session.  
  *Unsatisfactory* score will be given to those who do not attend the debriefing session or do not sign in.

● **Peer Feedback Reflection**: Attached.
● **Lesson Plan Rubric**: Attached.

STUDENTS WITH DISABILITIES:
Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor as soon as possible.

ACADEMIC HONESTY STATEMENT:
All work in this course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct.
GPSSC LESSON PLAN TEMPLATE

Author:

Subject /Grade Level of the Class for which the unit was planned:

Lesson Title:

Expected Learner Outcomes: (stated in behavioral, measurable terms. The learner will…)

Two skills or methods acquired at the workshop you will using in this lesson: NCSS

Curriculum Standards (that apply to this lesson) LINK to standards Time Needed:

Materials Needed:

Introduction or Hook to Engage Students:

Procedures: Each step (activity) should clearly explain what the teacher is doing and what the students are doing. You may write a script, use bullet points, or organize procedures in table format. As you write your lesson plan incorporate some of these aspects of meaningful social studies learning.

- Construction of knowledge/ higher order thinking: Students organize information, hypothesize, consider alternatives, set goals, plan strategies, experiment, evaluate, and reflect on their learning.
- Disciplined Inquiry (deep knowledge and disciplinary process): Students use tools and processes of the content area, and lessons focus on in-depth understanding of core content.
- Collaborative/Conversational: Students work collaboratively in groups, develop multiple perspectives and solutions, engage in substantive oral, written communication.
- Authentic: Students work on real world tasks, do problem solving in context, share with an audience beyond the classroom or school.

Accommodations/Modifications for diverse learners in your classroom: Assessment:

Informal or formal (include specific directions or examples) Lesson Closure:

ATTACH any materials you created to use with the lesson.
Feel free to add additional components of the lesson plans; this is a suggested minimum.
GPSSC Lesson Plan Rubric

*To pass the lesson plan component of the graduate credit requirement, the submitted lesson plans must be satisfactory in all rubric categories listed.*

<table>
<thead>
<tr>
<th>Category</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Objective</td>
<td>Clear expectations; Aligned to NCSS standards</td>
<td>Expectations are vague; Not aligned to NCSS standards</td>
</tr>
<tr>
<td>Workshop Strategies</td>
<td>Lesson clearly demonstrates mastery in two skills or methods acquired at the workshop</td>
<td>Lesson demonstrates mastery in less than two skills or methods acquired at the workshop or fails to demonstrate mastery in skills or methods at all</td>
</tr>
<tr>
<td>Materials</td>
<td>Materials list was thorough and all materials listed were appropriate and enhanced the lesson</td>
<td>Materials list was unrealistic and/or vague; materials listed were unnecessary and and did not enhance the lesson</td>
</tr>
<tr>
<td>Hook/Intro</td>
<td>Opening “hook” connected prior student learning and sets the stage for new student learning</td>
<td>Not focused; Did not connect with students’ prior knowledge and/or did not set the stage for new student learning</td>
</tr>
<tr>
<td>Lesson Activities</td>
<td>Contains a detailed description and several examples of input for students to gain content understanding</td>
<td>Instructional input is vague and/or did not include differentiation of learning styles</td>
</tr>
<tr>
<td>Differentiation</td>
<td>Lesson clearly accounts for different learning styles and accommodations</td>
<td>Lesson plan does not account for different learning styles and/or does not provide for necessary accommodations</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessments are clearly aligned with expected learning outcomes and standards</td>
<td>Assessments are vague and do not clearly align with expected learning outcomes and objectives</td>
</tr>
<tr>
<td>Closure/Wrap-up</td>
<td>Clear, concrete, comprehensive; Clears up misconception</td>
<td>Closure is vague</td>
</tr>
<tr>
<td>Overall Lesson Plan</td>
<td>Lesson plan is well thought out, content is sensitive to the students’ needs, and follows criteria in rubric.</td>
<td>Lesson plan fails to incorporate the necessary criteria for a passing grade</td>
</tr>
</tbody>
</table>
GPSSC Peer Feedback Reflection Rubric

*To pass the peer feedback requirement, attendees must provide meaningful and pertinent feedback on all categories for at least 4 different lesson plans.*

<table>
<thead>
<tr>
<th>Category</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Objective</td>
<td>Provides meaningful and pertinent feedback</td>
<td>Provides feedback that was not meaningful or pertinent</td>
</tr>
<tr>
<td>Workshop Strategies</td>
<td>Provides meaningful and pertinent feedback</td>
<td>Provides feedback that was not meaningful or pertinent</td>
</tr>
<tr>
<td>Materials</td>
<td>Provides meaningful and pertinent feedback</td>
<td>Provides feedback that was not meaningful or pertinent</td>
</tr>
<tr>
<td>Hook/Intro</td>
<td>Provides meaningful and pertinent feedback</td>
<td>Provides feedback that was not meaningful or pertinent</td>
</tr>
<tr>
<td>Lesson Activities</td>
<td>Provides meaningful and pertinent feedback</td>
<td>Provides feedback that was not meaningful or pertinent</td>
</tr>
<tr>
<td>Differentiation</td>
<td>Provides meaningful and pertinent feedback</td>
<td>Provides feedback that was not meaningful or pertinent</td>
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<tr>
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<td>Provides meaningful and pertinent feedback</td>
<td>Provides feedback that was not meaningful or pertinent</td>
</tr>
<tr>
<td>Closure/Wrap-up</td>
<td>Provides meaningful and pertinent feedback</td>
<td>Provides feedback that was not meaningful or pertinent</td>
</tr>
<tr>
<td><strong>Overall Peer Feedback Reflection</strong></td>
<td>Provides meaningful and pertinent feedback in all categories for at least three different lesson plans</td>
<td>Fails to provide meaningful and pertinent feedback in all categories for at least three different lesson plans</td>
</tr>
</tbody>
</table>
A debriefing session (from 12:30-1:00pm) for attendees enrolled in the PD credit will follow the fifth session.