History

COMPONENT #: 2-016-366   **POINTS TO BE EARNED:** 120 MPP

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to gain an understanding of history with a particular emphasis on interpreting selected changes that have occurred in historical development by analyzing the causes and effects of those changes, discuss key individuals who helped shape history; acquire a knowledge of the cultural and historical contributions made by various global, national, racial and ethnic groups to history; interpret historical and/or current events from diverse points of view and analyzing recent policies that have affected U.S. global relations with other nations throughout the world.

Upon successful completion of this professional development activity, the participant will be able to incorporate into his/her instruction the objectives and learning outcomes presented in this workshop.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities   ☐ Learning Designs
☐ Leadership   X Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning   X Assessment
X The Learning Environment   ☐ Continuous Professional Improvement
X Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

X Student Learning Results   X Decision Making
X Student Learning as a Priority   ☐ Leadership Development
X Instructional Plan Implementation ☐ School Management
☐ Faculty Development   ☐ Communication
☐ Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners   X PS 6 – Communication
X PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
X PS 4 – Instructional Delivery and Engagement X PS 8 – Learning Environment
X PS 5 – Assessment

History
COMPONENT #: 2-016-366

IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

X Educator knowledge/skill (content)　　X Student learning
X Educator (professional growth)　　☐ Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Analyze and evaluate the movements of people, ideas, and innovations in science, technology and communication from one nation to another, and how the resulting interaction affects economic, social, and geopolitical institutions.
2. Identify the common themes and concepts expressed in the mythology, legends, literature and values of various groups of people throughout the world.
3. Compare and contrast the tenets and beliefs of major world religions, e.g., Judaism, Christianity, Islam, Buddhism, Hinduism.
4. Analyze and evaluate how past religious upheavals and conflicts in world history have impacted and continue to influence contemporary religious and ethnic conflicts and violence, e.g., Crusades, European Wars, Northern Ireland, Israel and Palestine, Kashmir, East Timor, Taliban, Iraq, Iran, Tibet.
5. Compare and contrast the differences and similarities of past historic conflicts and societal challenges in world history with current global issues and challenges, e.g., slavery, child labor, ethnic cleansing, genocide, environmental issues.
6. Assess the spread and impact of democratic principles on people and governments throughout the world, e.g., Athenian democracy, the Enlightenment, American, French, and Haitian Revolutions, Cold War, collapse of communism in the Soviet Union and Eastern Europe, the Anti-Apartheid movement in South Africa, conflicts in Bosnia and the Czech. Republic.
7. Analyze and examine selected documents that have focused attention and worked on behalf of freedom and human rights, e.g., Magna Carta, United States Declaration of Independence, United States Constitution, Bill of Rights, Universal Declaration of Human Rights.
8. Analyze various social, political, and/or economic movements in United States history, e.g., progressive movement, women's liberation movement, civil rights movement, youth counter culture.
9. Evaluate the factors that have influenced historical and military conflicts both in the United States and the global community, e.g., Spanish-American War, World Wars I & II, Korean Conflict, Vietnam War, Gulf Wars.
10. Assess the social, economic, and political ramifications of United States' expansionism and massive immigration between 1867 and 1948 on selected nations and people.
11. Discuss selected foreign policy issues and actions that have shaped contemporary American thought at home and the perception of the United States abroad; e.g., Bombing of Hiroshima and Nagasaki, Cold War, Nuclear Arms Race, Hostage crisis in Iran, Gulf Wars, September 11th, 2001, armed conflicts in Afghanistan and Iraq.
12. Develop an understanding of the impact of significant people, cultures, and events on the development of social, economic, and political life in Florida.
13. Assess the impact of modern and contemporary social, economic, and political institutions in Florida, the United States, and the global community.

14. Identify and demonstrate an understanding of research-based instructional strategies and critical-thinking skills for effective instruction in history education.
15. Demonstrate the use of new and emerging technology for innovative classroom instruction in history.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate actively in discussions on the major terms, concepts, processes, and content for use in history classes (SLO 1-13).
2. Participate actively in group discussions, small group work, seminars, and mock simulations as assigned by the instructor (SLO 1-15).
3. Attend lectures and seminars by university professors and local historians that promote knowledge, skills, and competence in history (SLO 1-13).
4. Examine and critique selected primary and secondary documents that address key principles and concepts in history (SLO 7).
5. Observe lesson demonstrations and instructional strategies by the instructor or guest lecturer that can be used effectively in a history classroom (SLO 14-15).
6. Attend lectures, seminars and meet with master lecturers and teachers involved with the Teaching American History (TAH) grant through involvement in the Intensive Study and Master of Arts Cohorts (SLO 1-13).
7. Participate in academic travel to selected historic sites (SLO 12-13).
8. Participate in hands-on training on the use of new and emerging technology and its application in the history classroom (SLO 14-15).
9. Review, examine, and critique various instructional materials (e.g., films, websites, literature, texts) for use in a history classroom (SLO 1-15).
10. Create an instructional materials resource bank for use in the history classroom (SLO 1-15).
11. Create web lesson plan(s) that integrates innovative teaching strategies and technology (SLO 14-15).
12. Participate in District academic competitions, such as but not limited to, We the People: the Citizen and the Constitution, Mock Trial, and We the People. Project Citizen (SLO 1-13).
13. Participate actively in hands-on technology use, to include but not limited to hand-held devices, phones, and or tablets (SLO 15).
14. Participate actively in group discussions demonstrating knowledge of data collection and analysis that can be used to improve classroom instruction, and increase student learning (SLO 13-15).
15. Participate actively in sessions to critique and examine EOC benchmarks and standards to encourage mastery in student content knowledge (SLO 13-15).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

History
COMPONENT #: 2-016-366

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator knowledge/skill: Evidence of increased pedagogical preparedness for using performance-based assessments, informal assessments.
2. Educator: Evidence will include mentoring/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).
3. Student Learning: Evidence will include student work, pre and post assessments, data collections and analysis of standardized assessment i.e. interim, EOC results, surveys) verifying that the content impacted student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Social Sciences
Name of Author/Position: Robert Brazofsky - Executive Director