

PSU Graduate School of Education
Preparing professionals to meet our diverse communities' lifelong educational needs.

Advanced Secondary Methods: Social Studies
CI 548 007 CRN 44801 Tues 4:00 to 6:30 NH 241
Course Syllabus for Winter 2008

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The GTEP secretary, Diane Brunkow, can be reached at 725-4753. The mailing address is PO Box 751, Portland, OR 97207. Please call or email me directly to schedule an appointment. Students needing an accommodation should immediately inform the course instructor. Students will be referred to Disability Services (725-4005) to document their disability and to obtain support services when appropriate.

The Graduate School of Education's Conceptual Framework:

Our program will prepare professionals to provide leadership in:

Diversity & Inclusiveness

- to work effectively with diverse populations
- to promote inclusive and therapeutic environments

Research-Based Practices & Professional Standards

- to critically analyze and implement research-based practices
- to demonstrate appropriate professional knowledge, skills,
- and dispositions

Impact on Learning and Development

- to ensure all learners and clients succeed
- to use technology to enhance learning
- to influence policy and provide leadership for organizations

Evidence-Informed Decision Making

to use evidence to solve problems of practice and make educational and therapeutic decisions

I. Catalog Description:

Concentrated study of recent trends in the curriculum and methodology of the subject area. Investigates the problems and methods in selecting and organizing materials for instruction, including integration of media, computers, and technology.

II. Essential Questions:

- What does it mean to teach for understanding in social studies using authentic instruction and assessment?
- How can I develop technology enriched learning activities to meet the diverse needs and interests of students and engage them in active citizenship?

III. Oregon Teacher Standards and Practices Commission Essential Practices Addressed in this Course:

- Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking.
- Document broad knowledge of the subject matter, curriculum, and methods needed to enable students to meet state and district standards.
- Articulate and apply a philosophy of education which is appropriate to the students and which ensures that students learn to think critically and integrate subject matter across disciplines.
- Implement instructional plans that employ knowledge of subject matter and use research-based educational practices that reflect how students learn, are sensitive to individual differences and diverse cultures and encourage parent participation.
- Use emerging research on teaching, learning, and school improvement to enhance practices.

IV. Class Objectives:

- Become familiar with and critique current secondary social studies curriculum standards upheld by the professional social studies education community and the standards-based reform movement (Oregon CIM/CAM; National Council for Social Studies)
- Develop plans that consider gender, race, socioeconomic, environmental, and cultural influences and take into account the needs of diverse learners.
- Design social studies lessons which take into account students' backgrounds and experience, which engage those students' interests and intellect, and which consider social studies curriculum standards (national and state), authentic instruction and assessment practices.
- Promote students' construction of connections within the social studies; between the social studies and other subjects; and between themselves and the world beyond the classroom.
- Investigate, critique, and implement the use of new technologies in social studies instruction, including the Internet.
- Continue to develop the knowledge, skills, and competencies required by OAR 584-017-0100 for the Initial Teacher License.

IV. Class Format: Class sessions will be varied and may include lecture, discussions, video tape and/or special presentations, cooperative learning groups, reflective writing, guest speakers and field trips.

V. Course Texts and Materials

Bennett & Berson. (2007). Digital age: Technology-based K-12 lesson plans for social studies. NCSS Bulletin 105. Washington, DC: NCSS.

Selwyn, D. & Maher, J. (2003). History in the present tense. Engaging students through inquiry and action. Portsmouth, NH: Heinemann.

Excerpts from Wineburg, S. (2001). Historical thinking and other unnatural acts. Charting the future of teaching the past. Philadelphia: Temple University Press.

NCSS. Social Education subscription

VI. Evaluation

Please Note: *Incompletes will be considered only if you have conferred with your instructor about your special circumstances prior to exam week. You are responsible for ensuring that all assignments are turned in by March 11.*

Criteria for Assessment...Class Projects and Written Work

1. Clarity, conciseness, and completeness.
 - You address assignment/ activity guidelines and expectations.
 - Your thesis and main points are clear, well-organized, and well-supported with examples, descriptive details, explanations, and evidence from readings.
2. Insightful reflection about and critique of topic/situations.
3. Authenticity and conviction. Your own voice, experience, and expertise come through!
4. Effective and appropriate use of language conventions to communicate with audience/reader.
5. Professional and ethical use of source material. You include in-text citations for quoted material and a complete list of references at the end of your project.

Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code. The university policy on plagiarism and cheating will be strictly enforced. Academic dishonesty will not be tolerated and will result in loss of credit for assignments and potential failure of the course.

VII. Assignments/Expectations Due This Term

Class Participation

(15%)

My expectation is that you come to class **on time** each afternoon prepared to participate fully, support one another in a community of learners, challenge yourselves, and complete your assignments to the BEST of your ability. In case of an emergency, you must email Dr. Thieman (thiemag@pdx.edu) prior to the class regarding your absence. Your grade will be based on a combination of active class participation, completion of all assignments and readings on time, demonstration of honest engagement (which does not necessarily mean agreement) in your writing with the issues and readings discussed in class, and demonstration of an ability to understand, analyze, and apply knowledge learned in the course. **Excessive absences and tardies will negatively affect your grade.**

Jan. 8 Political Cartooning

Introductions & Review Syllabus

Sign up for Book Talk/Poster Session

Political Cartooning

Work Sample Demo: Essential and Unit Questions/Topics

Jan. 15 Historical Thinking

Work Sample Demo: class demographics, unit rationale

Historical Thinking (excerpts from Wineburg and Drake)

Think Aloud on FDR's "Good Neighbor Policy"

History in Present Tense—prep for assignment

Assignment Due:

- **Project: Draft essential question and unit questions****
- **Read Wineburg handout & bring a draft Think Aloud on Good Neighbor Policy (1/2-one page)**

Jan. 22 Timelines/ Concept Maps

Work Sample Demo: Concept Map

Timeline Activity, Selwyn text pp 12-14 Steps 8-12

Document Based Questions

History in Present Tense—prep for assignment

Assignment Due:

- **Project: Draft class demographics/accommodations and rationale for unit plan****
- **Engaging Students Through Inquiry and Action (7%)**

Read introduction, ch. 1 and 2 of Selwyn & Maher text. Do the preliminary research and be ready to do the activity on pp. 12-14 in class & discuss 1 other timeline activity you could use. Be sure to do step 5 (one historical document that relates to your current interest and one that is at least a decade old that relates to the topic), 6 and 7 prior to class. In class we will do steps 8-12.

Jan. 29 Historical Inquiry

Share history collage or product research activities. Selwyn text pp. 43-47, 59-64

Lesson Organizers

Document Based Questions

Assignment Due:

- **Draft Concept map for unit plan ****
- **Engaging Students Through Inquiry and Action (7%)**

Read ch. 3 and 4 of Selwyn & Maher text. You may choose to do the history collage as an individual (pp. 43-47). Be sure to do steps 6-9 prior to class. Include the biographical information about the historical figure whose quotation you are illustrating.

Or you may choose to do the product research (pp. 59-64) with a small group and demonstrate your project in class. Be sure to do steps 3, 5, and 11 before class.

Feb 5 Assessment Strategies

Share lesson plans with peer

Authentic Assessment Strategies: Social Science Analysis, Classroom Based Assessment

Scoring Guides & Rubrics

Assignment Due:

- **Two draft lesson plans from your unit**** Be sure to include all the elements on the lesson plan template.

Feb 12 Inclusion and Differentiation Strategies

ESL: GLAD/SIOP and TAG

Discussion Strategy: Structured Academic Controversy
Prepare for Gallery Walk/Book Talk--rubric

Assignment Due:

- **Draft Unit Assessment** ** Be sure to address Newmann's criteria of authentic assessment

Feb 19 Social Science Resources

Gallery Walk: Book Talk

Assignment Due:

Critical Analysis of Social Studies Resource Materials and Activities (20%)

- Choose one of the resource books listed on the syllabus or another of your choice. Skim the contents, summarize key ideas and activities in a two to three page executive summary, and critique the degree to which the activity(s) reflect Newmann's standards of authentic instruction and assessment.
- Create an 18 X 24 poster and orally present it in a poster session on Nov. 7. Your poster should succinctly a) summarize the key ideas and/or activities in the book, b) list strengths and any weaknesses of the book, and c) show how the ideas in this book could impact your teaching.

Feb 26 Technology

Assignment Due:

- Read four technology enhanced lessons plans from Digital Age; share with your cooperating teacher and write a one summary of your discussion. (7%)
- **Two draft lesson plans from your unit**** Be sure to include all the elements on the lesson plan template.
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March 4 Open Topic

March 11 Unit Panel Presentations

The class will divide into four groups or panels. Two panels will meet from 4:00-5:00 and two panels will meet from 5:10-6:10. During the panel presentation each person will have 20 minutes to share a highlight of the unit plan to the group of five with time for Q & A.

Assignment Due:

Social Studies Unit (40%)

The goal of the final project is for you to create a minimum of a two week unit (8-10 lesson plans) which will be useful to you, which appropriately incorporates elements of national and state standards, and demonstrates your understanding of authentic instruction and assessment. The project should also incorporate differentiated strategies for diverse learners and technology enriched learning activities. The project should be part of your work sample and should lend itself to the analysis required by the GSE and TSPC after you have taught the unit; ie., eventually you will analyze, interpret, and

explain the data on learning gains by students in the unit. However you do not have to analyze the data on student learning gains for this methods class. Your unit plan should include:

- Demographic description of students for whom the unit is designed and accommodations you plan to make to meet these students' needs. **Incorporate appropriate strategies for Special Needs (Title I or IEP students) and English Language learners.** Context of the course (grade level, course title, brief summary). Unit rationale
- Essential question and unit goals/questions and concept map.
- Curriculum standards (specific benchmarks or performance standards) **Incorporate appropriate NCSS and state curriculum standards**
- Lesson plans which carry out the unit goals including objectives, procedures, materials, and activities. Include copies of the materials you will use to teach the lesson. **Incorporate Newmann's criteria for authentic instruction.**
- At least one student activity incorporating technology.
- Unit assessment which clearly relates to your Essential Questions, stated goals and objectives and which demonstrates an authentic assessment strategy including scoring rubric. **Incorporate Newmann's criteria for authentic assessment.**
- Bibliography with at least six references including two using the Internet

****Note:** You will submit drafts of your unit plan and receive feedback throughout the quarter. The grade will be based on the final revision you turn in March 11. **Up to five points credit for turning in drafts on time.**

March 18 Individual Conferences

Books for Analytical Paper and Poster

- Anand, et al. 2002. Keeping the struggle alive: A guide to doing oral history. New York: Teachers College Press.
- Anderson, C. & Lewinski, M. 2000. Latin America and Japan: Crossing borders and making connections. Education for Global Involvement
- Bigelow, B., Harvey, B., Karp, S., Miller, L. 2001. Rethinking our classrooms. Teaching for equity and justice. Milwaukee, WI: Rethinking Schools Press.
- Bigelow, B. & Peterson, B. Rethinking globalization, Teaching for justice in an unjust world. Milwaukee, WI: Rethinking Schools Press.
- Bower, B. & Lobdell, J. 1999. Ancient world history activity sampler. Teachers' Curriculum Institute
- Bower, B. & Lobdell, J. 1999. History alive! Engaging all learners in the diverse classroom. (2nd ed). Teachers' Curriculum Institute.
- Bower, B. Lowell, J. Owens, S. 2004. Bring learning alive. TCI approach for middle and high school social studies. Teachers' Curriculum Institute.
- Cruz, B. et al. 2003. Passport to learning; Teaching social studies to ESL students. NCSS Bulletin 101. Washington, D.C.: NCSS
- Drake, F. & Nelson, L. 2005. Engagement in teaching history: Theory and practices for middle and secondary teachers. Upper Saddle River, NJ: Pearson

- Echevarria, J. Graves, A. 2003. Sheltered content instruction. Teaching English-language learners with diverse abilities. Pearson Education. Allyn & Bacon
- Irvin, J., Lundstrum, J., Lynch-Brown, C. & Shepard, M.F. 1995. Enhancing Social Studies through Literary Strategies. NCSS Bulletin 91. Washington, D.C.: NCSS
- Joyce, W.W. & Bratzel, J.F. 2006. Teaching about Canada and Mexico. NCSS Bulletin 104. Washington, D.C.: NCSS
- Kobrin, D. 1996. Beyond the textbook: Teaching history using documents and primary sources. Portsmouth, NH: Heinemann.
- Makler, A. & Hubbard, R.S. 2000. Teaching for justice in the social studies classroom. Millions of intricate moves. Portsmouth, NH: Heinemann.
- Merryfield, M. & Wilson, A. 2005. Social studies and the world: Teaching global perspectives. NCSS Bulletin 103. Washington, DC: NCSS
- Percoco, J.A. 2001. Divided we stand: Teaching about conflict in US history. Portsmouth, NH: Heinemann.
- Sandmann, A. & Ahern, J. 2002. Linking literature with life. NCSS Bulletin 99. Washington, D.C: NCSS
- Selwyn, D.1995. Arts and humanities in the social studies. NCSS Bulletin 90. Washington, DC: NCSS.
- Stevens. R.L. 2001. Homespun. Teaching local history in grades 6-12. Portsmouth, NH: Heinemann.
- Wade, Rahima C. 2000. Building bridges. Connecting classroom and community through service-learning in social studies. NCSS Bulletin 97. Washington, D.C.: NCSS
- Wolf, D., Balick, D., Craven, J. 1997. Digging deep: Teaching social studies through the study of archaeology. Portsmouth, NH: Heinemann.
- Wyman, R. 2005. America's history through young voices. Using primary sources in the K-12 social studies classroom. Pearson Allyn and Bacon
- Yell, M., Scheurman, G. Reynolds, K. 2004. A link to the past: Engaging students in the study of history. NCSS Bulletin 102. Washington, DC: NCSS