

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

Beginning Secondary Methods: Social Studies
CRN 14638 CI 519-004 Tuesday 4-6:30 SEH 108
Course Syllabus for Fall, 2007

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The GTEP Secretary, Diane Brunkow, can be reached at 725-4753. My mailing address is PO Box 751, Graduate School of Education, SBA 577, 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.

Catalogue Description:

Problems and methods in selecting and organizing materials for instruction: comparison and evaluation of methods, laboratory techniques, supplies, equipment, or economy of time and materials.

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

Essential Question:

- 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?

Oregon Teaching Standards: The primary aims of the GTEP cohort are to develop educators who:

- Plan instruction that supports student progress in learning and is appropriate for the developmental level of their students.
- Establish a classroom climate conducive to learning
- Engage students in planned learning activities.
- Evaluate, act upon, and report student progress in learning
- Exhibit professional behaviors, ethics, and values.

Oregon Teacher Standards and Practices Commission Essential Practices Addressed

- 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.

Class Objectives:

- Become familiar with and critique current secondary social studies curricular reforms and standards upheld by the professional social studies education community
- Develop dispositions and teaching abilities to provide powerful social studies learning opportunities for all learners-across races, ethnic groups, social classes, genders.
- 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.
- Design and select social studies tasks which take into account students' backgrounds and experience, which engage those students' interests and intellect, and which consider social studies standards (national and state), authentic instruction and assessment practices.
- Investigate and critique the use of new technologies in social studies instruction, including the Internet.

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.

Course Texts and Materials

National Council for Social Studies. (1994). *Curriculum Standards for Social Studies. Bulletin 89*. Washington, D.C.: NCSS.

Newmann, F. M., Secada, W.G., & Wehlage, G.G. (1995). *A guide to authentic instruction and assessments Vision, standards and scoring* . Madison, WI: Wisconsin Center for Education Research.

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 December 4.

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 or observations.
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.

Assignments/Expectations Due This Term

CLASS PARTICIPATION

(15%)

My expectation is that you come to class on time each day, prepared to participate fully, support one another in a community of learners, challenge yourselves, and have fun. 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.

Sept 25 Powerful Social Studies Teaching

Introductions & Review Syllabus
NCSS Principles of Powerful Learning (ppt)
American Promise Teaching Vignettes (video)

Oct. 2 Social Studies Curriculum Standards

Review Oregon Standards website
Elements of Lesson Design & Rubric
Lesson ideas related to NCSS Curriculum Standards

Assignment Due:

- **Read NCSS Standards pp. 3-30, and ch. 5 OR 6**
- **Review Oregon benchmarks at 8, 10, 12 in at least two subjects**
- **Read Newmann introduction, ch 1 & 3**

Oct. 9 Authentic Instruction

Partner Share Lesson Observation
Connection of EQ, Curriculum Standards, Unit Goals, Objectives
PASS criteria and teaching vignettes (video) Analyze instruction
Partner Micro-Teach (2)
Finalize Car Pool arrangements to OCSS Conference

Assignment Due:

- **Choose topic for mini unit with your partner. ****
- **Lesson Analysis (7%)**

Observe your cooperating teacher or find a social studies lesson plan on the web. Summarize the lesson and analyze the extent to which the lesson did or did not incorporate principles of powerful teaching and learning (NCSS Standards, pp. 11-12). Also analyze the degree to which the lesson incorporated (intentionally or unintentionally) Oregon CIM benchmarks and the NCSS standards. Specifically reference Oregon and national standards which you feel apply to the lesson. How might you revise the lesson?

Friday Oct. 12 ATTEND A PROFESSIONAL SOCIAL STUDIES CONFERENCE (7%)

Attend the Oregon Council for Social Studies conference at South Salem HS in on Friday Oct. 12 (non-teaching day). Student registration materials will be provided. **Write a half page summary of the session(s) that you found most interesting.** If you can not attend the OCSS conference, you must attend another appropriate conference this quarter (6 contact hours), and write a half page summary of the conference.

Oct.16 Authentic Instruction & Assessment

Partner Share Lesson Observation
PASS criteria of authentic assessment
Partner Micro-Teach (2)

Assignment Due:

- **Mini Unit Draft ** (one copy submitted by the mini unit partners)**
- ✓ Demographic description of students for whom the lesson is designed including gender, race, ethnicity, special needs learners
- ✓ Course within which this unit fits
- ✓ Unit Essential Question
- ✓ Oregon and national standards which apply

- **Lesson Analysis (7%)**

Find a social studies lesson plan on the web or from your cooperating teacher. Summarize the lesson in several paragraphs. Then analyze the lesson, commenting on the degree to which the lesson did or did not exemplify authentic instruction (using Newmann's components of authentic

instruction Intro. and Ch. 1 & 3). How might you modify the lesson to incorporate more elements of authentic instruction?

Oct. 23 Authentic Assessment

Types of social studies assessment tasks
Analyze assessments
Partner Micro-Teach

Assignment Due:

- **Read Newmann ch. 2 and 4.**
- **Assessment Analysis** (7%)

Choose an assessment task for which you can obtain a copy (internet or classroom teacher). Attach the assessment task to your paper. Analyze the extent to which the assessment did or did not exemplify authentic assessment (using Newmann's components of authentic assessment and student performance. Ch. 2 & 4). How might you modify the assessment to incorporate more elements of authentic assessment?

Oct. 30 Technology Applications

Webquests, Blogs & Teacher created sites
Social Education articles on technology or Digital Age: Technology-Based Lesson Plans for Social Studies (on reserve in MISL)
Partner Micro-Teach

Assignment Due:

- **Using the lesson plan template develop a draft lesson plan for your mini unit ** (one copy submitted by the mini unit partners)**
- **Find a technology lesson on the Internet, print and bring to class**

Nov. 6 History Standards and Skills

Using historical documents to develop historical reasoning skills
NCHE themes & American Promise Freedom's Song
Partner Micro-Teach

Assignment Due:

- **Develop a draft technology enhanced lesson plan for your mini unit ** (one copy submitted by the mini unit partners)**

Using the lesson plan template create or modify a lesson plan that uses technology as a tool for learning. You may find models in social studies journals (Social Education), Intel CD Rom, Internet websites.

Nov. 13 Civics Standards and Skills

Center for Civic Education standards & model lessons
Classroom Law Project classroom activities
Partner Micro-Teach

Assignment Due: (7%)
Use the lesson plan template and develop a lesson plan that incorporates historic skills or content

Nov. 20 Economics Standards and Skills

NCEE standards and model lessons
Partner Micro-Teach

Assignment Due:
Develop the draft assessment for your Mini Unit that incorporates standards of authentic assessment. (one copy submitted by the mini unit partners **

Nov. 27 Geography Standards and Skills

Guest Speaker Meet in MISL PC Lab
Dr. Meg Merrick Using geographic data to develop spatial reasoning skills

Assignment Due:
• **Read the article on geographic themes and content (handed out in class)**

Dec. 4: Role Play

Role Plays and Simulations
Final MINI UNIT DUE (see below)

Dec. 11 Individual Conferences

Lesson Microteaching Due Oct. 9, 16, 23, 30, Nov.6, 13, 20 (15%)

With your partner, prepare and present to the class a sample lesson/teaching strategy which exemplifies authentic instruction. Make clear in an introductory oral statement the students for whom this lesson is designed, which national and/or state standards this demonstration relates to, and why these standards are significant. Have this lesson plan written up and bring enough copies for everyone. The written work should include:

- Students for whom the lesson is designed
- Unit within which this lesson fits and context of the course
- Unit Essential Question
- Oregon and national standards which apply
- Lesson objectives
- Implementation plan written in enough detail that it could be used by another teacher (including procedures, materials, activities)
- Assessment strategy which clearly relates to your stated objective and which demonstrates an authentic assessment strategy

Plan on a 25 minute demonstration which engages your classmates as you would involve

your students in middle/high school. This will probably only be a portion of the more fully developed lesson plan you hand out. Actively teach the lesson, don't just talk about it.

FINAL PROJECT: MINI UNIT

Due Dec. 4 (30%)

The goal of the final project is for you to create a four lesson mini-unit 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 incorporate new applications of technology. The lesson you micro-teach may fit within this unit. This mini unit should include ALL the revisions of previous draft work submitted on the due dates.

The Mini-Unit plan should include:

- ❑ Demographic description of students for whom the lesson is designed including gender, race, ethnicity, special needs learners **(draft due Oct. 16)**
- ❑ Course within which this unit fits **(draft due Oct. 16)**
- ❑ Unit Essential Question **(draft due Oct. 16)**
- ❑ Oregon and national standards which apply **(draft due Oct. 16)**
- ❑ Unit Goals and objectives **(with lesson plans)**
- ❑ Four lesson plans which carry out the unit goals. **(draft of one lesson Oct. 30)**
Written plan for each lesson is well developed and clearly lays out objectives, procedures, materials, activities, and assessment. Lesson plans and mini- unit take into account students' backgrounds and experiences. Lesson plans demonstrate authentic instruction.
- ❑ One lesson should incorporate technology. **(draft technology lesson Nov. 6)**
- ❑ Assessment which clearly relates to your stated goals and objectives and which demonstrates an authentic assessment strategy including scoring criteria. **(draft due Nov. 20)**
- ❑ Appropriately cited bibliography with at least four references including one using the Internet.

Note: You will submit drafts of your unit plan throughout the term. The grade will be based on the final revision you turn in on. It is very important that you submit the drafts on the expected dates for feedback. Submitting the drafts on time is 5% of the course grade.