

Licensure Area: Secondary Social Science

Course: ED 451: Teaching Social Studies in Secondary Schools

Fall 2007

Th 4-7; LW 326

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Hours: T 2:30-4:30: W 1-4

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Philosophy: This course presents an overview of curriculum, methods, and activities utilized by Middle and Secondary School Social Science Teachers, including the subjects History, Civics, Economics, and Geography. Students in this course should learn to provide developmentally appropriate experiences as they guide learners in the study of: (1) culture and cultural diversity; (2) time, continuity and change; (3) people, places and environment; (4) interactions among individuals, groups, and institutions; (5) power, authority and governance; (6) production, distribution, and consumption of goods and services; (7) global connections and interdependence; and (8) civic ideals and practices. Students in this course will learn to encourage learners to: consider the ethical dimensions of topics; recognize opposing points of view; respect well-supported positions; be sensitive to cultural similarities and differences; and be committed to social responsibility.

Prerequisites: Admission to teacher education.

Catalogue Course Description: Familiarization with the Colorado Content Standards. Standards based lesson and unit planning strategies and authentic assessment will be discussed and demonstrated. Sixty hours of field experience required.

Required Texts: (*purchase)

***Chapin, June. (2003) A Practical Guide to Secondary Social Studies. Allyn and Bacon.**

Colorado Model Content Standards—Social Studies (On Blackboard)

Course Objectives: Upon completion of all course activities, each student will meet the following benchmarks for teacher education. Items that are in boldface print are important benchmarks for admission to student teaching and will be evaluated in the student's portfolio.

1. Models and articulates the democratic ideal to students, including the school's role in developing productive citizens and the school's role in teaching and perpetuating the principles of the democratic republic.
 - **Communicates good citizenship values in our society, such as obeying laws, seeking to conserve public property, or coming to the aid of someone in distress.**

- Encourages service learning and volunteer activities as enhancements of academic coursework.
 - Fosters a learning community in which students assume responsibility for themselves and one another.
 - Encourages the expression of opinions as a positive technique for building a sense of civic efficacy among students.
2. Demonstrates the use of various instructional strategies with social studies topics. (CO: 1.5, 3.1, 3.8, 4.1, 4.2, 4.3, 4.4, 6.1, 7.1; CSUP 2.5, 2.8, 2.9, 2.10, 2.11, 3.2, 3.3, 4.12, 5.1, 5.2, 5.3, 5.8, 5.9, 5.10)
- **Develops and integrates an interdisciplinary unit to teach standards in a variety of content areas including social studies.**
 - Employs teaching strategies that are challenging, flexibly applied, and responsive to students.
 - Uses a variety of teaching methods such as direct-teaching learning, discovery and problem solving, cooperative learning, role playing and simulation, in order to more successfully adapt to the diverse learning styles of students and to content differences.
 - Uses knowledge of commercial and teacher-created social studies resources, teaching methods and strategies in planning effective social studies lessons.
3. Uses the standards and valid informal and formal assessments to enhance student learning. (CO: 3.2, 3.3, 3.5, 5.4, 5.9; CSUP 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 7.2)
- **Authentic student assessment and evaluation are unobtrusive and instructionally integrated.**
 - Identifies and documents student progress in an ongoing manner through observations of classroom interactions, questioning, and analysis of student work.
 - Makes evaluation meaningful to students as they become knowledgeable about what is expected (using rubrics, for example) and as they have opportunities to select, explain, and evaluate their work.
 - Demonstrates ability to produce meaningful in-class rubrics with student participation.
4. Fosters an environment in which individual, gender, cultural differences are respected (CO: 6.1, 6.3, 8.2; CSUP 3.2, 3.3, 3.4, 3.5, 3.6, 3.9)
- **Encourages both kinds of culture learning which are essential and integral to social studies—helping students becoming culturally knowledgeable with positive self-esteem and developing the ability to get along with “different” others.**
 - Provides opportunities for children to think critically about human variety that is outside their life spheres with empathy-building, conflict-resolution, and small-group activities.

5. Uses Technology to increase student achievement, to deliver standards-based instruction, to seek answers to teaching questions, and to manage and communicate information. (CO: 7.1, 7.3, 7.4; CSUP 4.9, 5.10, 6.5, 7.3)
 - Accesses websites to gain information and integrates multimedia activities into classroom instruction
 - Plans lessons involving technology to meet standards in social studies, including use of commercial software, internet, websites, and email.
 - Communicates information on student activities and progress to parents via technology (email, website, and computer-generated grade reports).

6. Creates communities of learning by working collaboratively with colleagues, families, and other members of the community (CO 5.9; CSUP 7.2, 7.5, 7.9)
 - Identifies and uses community resources to foster student learning.
 - Works collaboratively with social studies educators, classroom teachers, parents, and peers to develop and teach social studies curricula.
 - **Participates in and collaboratively contributes to the six-week interdisciplinary unit plan.**

7. **Demonstrates knowledge and skills concerning teaching and education when the social studies are part of the content. The following standards will be evaluated by your filed experience teacher(s): CO: 3.1, 3.3, 4.1, 4.3, 5.1, 5.2, 5.3, 5.5, 5.9, 6.1, 6.6, 7.1, 7.3, 8.2, 8.5; CSUP 1.1, 1.2, 1.4, 1.7, 2.9, 2.10, 2.11, 3.1, 3.4, 3.5, 3.6, 4.2, 4.10, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.10, 6.6, 6.8, 7.2, 7.3, 7.7, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9, 8.11).** Evaluations of peers and cooperating teachers, and self-evaluations/reflections are benchmarks for admission to student teaching.

Requirements:

- 1. Standards-based Lesson Plans:** 100 points. Plan presented in class.
 - The plan must have a technology component. The plan must be a Middle or High School Cultural Diversity Lesson using Cooperative Learning.
 - Each lesson must be age-appropriate and follow all the guidelines of the Lesson Plan Format (on Blackboard). Each lesson will be presented in class in a small group.
- 2. Midterm:** 50 points
- 3. Final Exam:** 100 points
- 4. Interdisciplinary Unit Plan/ mini Teacher Work Sample (TWS):** 100 points. Each Cooperative Learning Group will present to the class a theme-based social studies unit plan.
- 5. Write to Learn Assignments:** 100 points. There will be four theme-based papers on class topics during. Two will focus on Middle School issues, while two will focus on High School issues. Each of the four papers will be worth 25 points. Papers will be assessed based on both the content and the quality of writing.
- 6. Field Experience Evaluations (4 evaluations and Log of 60 hours):** 50 points. One Middle School and one High School lesson plan must be formally evaluated by your Cooperating Teachers. Your third and fourth evaluations will be final evaluations by your Cooperating Teachers of your semester work. All four evaluation plans and the logs of 60 hours of Field Experience are due December 4. Be prepared to participate as an educator each time you attend the classroom.

Total points: 500

Grading: A=94-100%; B=86-93%; C=75-85%; D=65-75%

Attendance: Attendance and active participation are very important components of this course. Students who are late three times or who have three unexcused absences in the class will be dropped by the instructor.

Tentative Schedule

Week	Activity	Due
Wk.1 Aug. 28	Introduction and Course Overview Distribute/discuss syllabus Assign Write to Learn paper #1/distribute rubric	
Wk. 2 Sept. 4	Discuss Write to Learn paper Discuss Chapter 1 in text	Write to Learn paper #1 Chapter 1

Wk. 3 Sept. 11	Discuss Chapter 3 Assign Lesson Plan #1 (Cooperative Learning)	Chapter 3 Standards Handout—on Blackboard
Wk. 4 Sept. 18	Discuss Chapter 8, “Developing Vocabulary Knowledge and Concepts” In-class vocabulary activities	Chapter 8
Wk. 5 Sept. 25	Lesson Plan #1 Assign Write to Learn #2	Present Lesson Plan #1 in class
Wk. 6 Oct. 2	Discuss W to L #2 Discuss Chapter 4 “Diverse Learners” Diversity activities in class; Prep for Midterm	Write to Learn paper #2 Chapter 4
Wk. 7 Oct. 9	Midterm Assign W to L #3	Midterm (Ch. 1,3,4,8; Write to Learns; In-class activities)
Wk. 8 Oct. 16	Discuss Chapter 5 “Learning with Trade Books” Discuss W to L #3 Introduce Unit Plans (mini Teacher Work Samples)	Chapter 5 W to L #3
Wk. 9 Oct. 23	Discuss Chapter 7, “Bringing Students and Texts Together” Continue Unit Plans	Chapter 7
Wk. 10 Oct. 30	Discuss Chapter 11, “Writing to Learn” Continue Unit Plans	Chapter 11
Wk. 11 Nov. 6	Finalize Unit Plans Assign W to L #4	
Wk. 12 Nov. 13	Present Unit Plans in class	Unit Plans (mini TWS)
Wk. 13 Nov. 20	Discuss W to L #4	Write to Learn #4
Nov. 27	Thanksgiving Break	No classes
Wk. 14 Dec. 4	Discuss Ch. 9 and 12 Distribute Take-home Final	Ch. 9 and 12
Wk. 15 Dec. 11	Turn in Final Exam at 3:30 at off-campus restaurant	