

Colorado College Education Department

Education 399

Secondary School Teaching – Social Studies Methods

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Texts:

- How the Brain Learns (Third Ed.), David Sousa, Corwin Press, Thousand Oaks, CA
- Bring Learning Alive! The Teachers' Curriculum Institute Approach for Middle and High School Social Studies, Teachers Curriculum Institute, Palo Alto, CA (provided by instructor)
- We the People... The Citizen and The Constitution, Center for Civic Education, Calabasas, CA (provided by instructor)

Mission: The Education Department complements Colorado College's expressed mission in that its goal is to provide the finest educational studies possible within the liberal arts tradition and challenge students to "develop those habits of intellect and imagination that will prepare them for learning and leadership throughout their lives."

Core Values: As members of the Colorado College community and Education Department, we are committed to:

1. Honor the life of the mind as central focus of our common endeavor; specifically, we hope to contribute to the development of individuals who are able to engage in critical thinking about the issues and complexities of educational subjects.
2. Value all persons and seek to learn from them their diverse experiences and perspectives; specifically, we expect to promote an environment in which students engage in inquiry, are open to diverse perspectives, consider evidence as the bases of determining individual outlooks, and appreciate that alternative approaches to solving problems may offer value.
3. Practice intellectual honesty and live with integrity; specifically, we expect students to pursue their studies with scholarly, conscientious, and ethical effort.
4. Encourage engagement and social responsibility; specifically, we hope that our students will contribute to the educational "life" of whatever community in which they live.

Course Description and Purpose

The Secondary School Teaching Course for Social Studies Methods is designed to provide a foundation for classroom methodology and the development and implementation of standards-based instructional activities, lessons, and assessments. Teacher candidates will engage in dialogue regarding the purpose of social studies education in a democratic nation and a diverse world. They will examine issues, trends and research associated with social studies education and develop skills that enhance the craft of teaching. Through lesson development and microteaching, students will develop a working knowledge of pedagogy and the social studies content standards. Teacher candidates will understand and explain the importance of their role as facilitators of differentiated instruction for students of all abilities, cultures, and learning styles, and as role models and leaders who continue to grow professionally.

Instructional Methodology

Course objectives will be accomplished through assigned readings, observations, brain-based research, class discussions, individual and group projects and simulations, lesson and assessment development, microteaching, and reflective thinking.

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Course Objectives

Upon completion of this course the student will be able to:

1. Discuss the history and dynamics of the disciplines that fall within the domain of the social studies, and the local, state, and national initiatives that influence social studies trends and issues.
2. Demonstrate scholarship within the discipline of social studies by implementing the Colorado Model Content Standards for History, Geography, Civics, and Economics.
3. Design multiple and varied instructional activities and assessments for unit lessons that address the social studies standards and integrate other disciplines including strategies for reading, writing, and math skills.
4. Demonstrate through microteaching instructional strategies that 1) differentiate instruction and address students' varied cultural and ethnic backgrounds, cognitive levels, and learning styles.
5. Evaluate, adapt, and integrate into lessons multiple social studies resources such as technology/multimedia, textbook, literary and primary source documents, community resources, and ethnic, gender and cultural contributions.
6. Evaluate models for classroom management and methodology and the cognitive processes associated with various types of learning.
7. Explain how current educational theory, research, and practice relate to social studies content, pedagogy, and to the realities of classroom teaching.
8. Articulate a professional stance as a social studies teacher. Develop a personal philosophy for teaching and for professional growth as a life-long learner.

Basic Class Expectations

In order for you to gain the most from this course, it is expected that you will:

1. Attend class regularly and participate actively as a member of the class learning community.
2. Complete all assigned readings and prepare to discuss them in class.
3. Turn assignments in on time.
4. Reflect upon what you learn in class and what you observe in the classroom and work to mesh the two.
5. Work as a member of a team with your colleagues.
6. Request accommodations if you have a documented disability.

Assignments and Sources of Evidence for Assessment

1. Field Observation Log/Personal Reflection Journal: (50 pts)
Observe and reflect upon how content and research-based practices are implemented within the context and realities of everyday teaching. Keep a written log of your observations and use the Practicum Observation Report (Tab 3) to write a half page reflective summary explaining your observations regarding each of the following:
 - Social studies curriculum and content standards (Review Colorado Standards for History, Geography, Civics and Economics)
 - Social studies resources, strategies, and student activities (Tab 3, # 2)
 - Social studies instruction for diverse student backgrounds, interests, abilities and needs
 - Integration of reading, writing, oral communication and mathematics skills into social studies lessons (Review Colorado Standards for Reading, Writing and Communication.)
 - Assessment of student progress
2. Professional Reading (20 pts)
Read and write a review of articles/lessons from professional journals that are relevant to social studies. Be prepared to present an article summary to the class and include the reviews in your resource file (see 4 below).
3. Lesson Reviews: (20 pts.)
Evaluate sample lessons. Consider how well the standards, assessments, and activities link to one another to support student achievement. Do the lessons support brain-based learning, include standards and objectives, and provide engaging and differentiated strategies, activities, and assessments? Do they integrate strategies for reading, writing, and technology?

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4. Resource Review and Collection/Filing System: (50 pts.)
Visit the library/multimedia support system at the school to which you are assigned and learn the rules and procedures for taking classes to the media center. Identify the resources relevant to social studies (literature, primary source documents, atlases, graphs, charts, etc.) that are available in the school and evaluate two social studies resources for such things as invisibility, stereotyping, imbalance/selectivity, unreality, fragmentation/isolation, and linguistic bias (descriptions will be provided).

Develop a filing system for the materials you receive in class and obtain elsewhere. Place in your file materials that address the standards, methodology, assessment, and teaching resources (sample lessons, newspaper clippings, professional journal articles/clippings, student profile inventories, curriculum guides, content-related literature, software, pictures, photographs, catalogs...). Bring your file to share with the class the last day of class.
5. Microteaching: (50 pts.)
Use your classmates as “students” to demonstrate *Bring Learning Alive* strategies that actively engage students and differentiate instruction. Receive from, and provide for your peers, feedback based on specified criteria (rubric will be provided). Explain how Sousa’s brain-based techniques and Howard Gardner’s multiple intelligences are addressed by the strategies/activities.
6. Teacher Work Sample (TWS) outline and lesson: (50 pts.)
Work with your cooperating teacher to identify an appropriate unit for your TWS. Create one of the detailed lessons required for your TWS. Use the TaskStream format.
7. Standards-based Authentic Assessment Activity (Scenario and Rubric): (30 pts.)
Ideally, this will be an authentic assessment activity developed for one of your TWS lessons.
8. Personal Philosophy of Teaching. You will refine this during your student teaching. (50 pts.)
Draft your own teaching philosophy that 1) explains the role of social studies in preparing students for productive citizenship, 2) discusses your ideas for effective preparation and class management, 3) includes your beliefs regarding the best practices for instruction and assessment of students with varied interests, abilities, and learning styles, 4) addresses how you will interact with the school and its community, and 5) explains your disposition regarding professional growth as a life-long learner.
9. Class Activities and Preparation: (50 pts.)
Read, prepare for, and participate in class dialogue, presentations, and activities.

Grade Calculation

Points			
400-360	359-320	319-280	279-240
Grade			
Advanced	Proficient	Developing	Basic
A	B	C	D

ASSIGNMENTS	POINTS
Field Observation/Reflection	50
Professional Reading Summaries	20
Lesson Reviews	20
Resource Review & Collection/Filing System	50
Microteaching (Multiple Intelligence Strategies)	50
Standards-based Scenario/Assessment & Rubric	30
Authentic Assessment (We the People Hearing)	30
Teacher Work Sample Outline/Lesson	50
Draft: Personal Philosophy of Teaching	50
In-class Activities and Discussion (How the Brain Learns, etc).	50
TOTAL	400

Weekly Class Schedule

(Subject to change year-to-year, week-to-week)

Social Studies Methods ED 399 - Week 1 Class Schedule

Monday

Why Teach Social Studies? Share School/Personal Experiences Relevant to Teaching

Review Class syllabus

Read Assigned Sections: Expectations of Excellence, National Council for the Social Studies (NCSS) and Discuss How to Define and Achieve Excellence in the Social Studies?

Assignments:

- Select an article and write a summary using *Journal of Geography*, National Council for Geographic Education. Apply the Colorado Geography Standards to the article (as per instructions). On Internet, type Colorado Geography Standards and then click on: <http://www.cde.state.co.us/cdeassess/documents/OSA/standards/geography.pdf>
- Read Chapters 1 & 2: How the Brain Learns (for Wednesday)

Tuesday

Discuss the Geographic Renaissance: National Geographic Society & State Geographic Alliances

Guest Speaker: Stephen Jennings, Director, Colorado Geographic Alliance: *Investigating Geography Through Technology*

Explore GIS (Geographic Information Services)

Share *Journal of Geography* Article & Connect to Standards

Discuss Handout: *Exploring and Applying Geography*

Apply Five Themes of Geography: Palmer Statue Article

Apply *Where, Why There, Why Care?* to Human & Physical Characteristics/Interaction of Places:

Review Lesson: *Geographic Me*

Assignments:

- Create *Geographic Me* Poster for Thursday
- Read Chapters 1 & 2: How the Brain Learns (for tomorrow)

Wednesday

Discuss How the Brain Learns/Practitioner's Corner, Chapters 1 & 2

Basic Brain Facts and Development

1. How do environmental factors influence the development of the brain? What do these factors, our fast-paced lifestyle, and exposure to abundant and constantly changing multimedia imply for the classroom?
2. How can teachers use knowledge regarding sensory preferences to help students enter information into short-term memory?
3. Considering the factors that influence whether or not learning will be stored and retained, what can teachers do to help students learn?
4. How can teachers know if their students transfer information into long-term storage?
5. If our self-concepts, cognitive belief systems (total construct of how we see the world), and our past experiences influence our learning, what can a teacher do to encourage students to learn?

Participate in Geography Field Study (CC campus) & Debrief

Assignments:

- Read over handout: Constructivism and The New Geography
- Complete *Geographic Me* poster
- Read Chapter 3: How the Brain Learns (for Friday)

Thursday

Present *Geographic Me* posters & discuss other strategies for creating a classroom community

Discuss Constructivism & Issues-based Geography (Handout)

View Video of Constructivist Lesson: *Kids Community Guide* & Complete Lesson Review

Assignments:

- Read article in handout: Maps and Mapping, as assigned:
Making Maps from Memory
Freehand Maps Are for Teachers and Students Alike
Students as Map Makers: Creating Choropleth Maps
- Read Chapter 3: How the Brain Learns (for tomorrow)

Friday

View Video & Discuss: How the Brain Learns/Practitioner's Corner, Chapter 3

1. How does Sousa distinguish between learning and retention and between rote and elaborative rehearsal?
2. How can teachers use rehearsal and the primacy-recency effect to enhance students' learning?
3. What teaching methods result in the greatest retention of material after 24 hours?
4. How can a teacher use "practice" effectively to improve learning and retention?
5. What does research indicate regarding the rate of the brain's learning (storage of information) and the rate at which the brain retrieves information?
6. Why is it important for a teacher to understand the process of "confabulation"?

Discuss Activities & Debrief Articles in Maps and Mapping (handout)

Create Small Map Booklet & Discuss Uses

Assignments:

- Read Bring Learning Alive: The TCI Approach (pp. 6-27) and *Six Multiple Intelligence Strategies*. Prepare to present assigned strategies:
 Visual Discovery (pp. 28-37 & 183-185)
 Social Studies Skill Builder (pp. 38-45 & 186-190)
 Experiential Exercise (pp. 39-45 & 191-195)
 Writing for Understanding (pp. 56-65 & 196-206)
 Response Group (pp. 66-75 & 207-210)
 Problem Solving Groupwork (pp. 67-76 & 211-219) tomorrow
- Read Chapter 4: How the Brain Learns (for Wednesday)

Social Studies Methods ED 399 - Week 2 Class ScheduleMonday

Discuss History in the Schools, History Standards & History Habits of the Mind

Use History's Vital Themes (Invite historical person to dinner, connect to themes, etc.)

Discuss Research-base for Bring Learning Alive program:

Gardner-Multiple Intelligences

Cohen-Cooperative Interaction

Bruner-Spiral Curriculum

Present *Six Multiple Intelligence Strategies* from Bring Learning Alive (as assigned)

Visual Discovery, pp. 28-37 & 183-185

Social Studies Skill Builder, pp. 38-45 & 186-190

Experiential Exercise, pp. 39-45 & 191-195

Writing for Understanding, pp. 56-65 & 196-206

Response Group, pp. 66-75 & 207-210

Problem Solving Groupwork, pp. 67-76 & 211-219

Identify/Plan Lesson for Micro-teaching on Th & Fri

Assignments

- Write a summary of an article/lesson from the National Council for the Social Studies Journal: *Social Education* or *Middle Level Learning*. Identify which history standards are relevant to your selected article/lesson. To access Colorado History Standards on the Internet, go to:
<http://www.cde.state.co.us/cdeassess/documents/OSA/standards/history.pdf>
- Bring to class a textbook currently used at your school.
- Read Bring Learning Alive:
 - Preview Assignments* (pp. 22-27)
 - Considerate Text* (pp. 86-95)
 - Graphically Organized Reading Notes* (pp. 96-101) and
 - Processing Assignments* (pp. 102-117)

Tuesday

Debrief Article/History Standards: *Social Education* or *Middle Level Learning* (as assigned)

Evaluate Textbook (using criteria provided)

Apply Reading and Writing for Comprehension Strategies to a Current or Future Unit/Lesson

Preview Assignments (pp. 22-27) & *Considerate Text* (p. 86-95)

Previewing, prereading, anticipation guides, KWL, guiding questions, visual images, etc.

Graphically Organized Reading Notes (pp. 96-101)

Venn/spoke, etc. diagrams, illustrated outlines, annotated images, illustrated timelines, mind maps, t-charts, sensory figures, etc.

Processing Assignments (pp. 102-117)

Advertisements, annotated illustrations, caricatures/cartoons, commemorative markers, eulogies, flow charts, postcards, invitations, poetry, advertisements, journals, metaphors, pictowords, spectrums, summaries, etc.)

Assignments:

- Read How the Brain Learns, Chapter 4 for tomorrow
- Read and prepare to share assigned sections: *Bring Learning Alive: Creating A Cooperative, Tolerant Classroom*
- Prepare to micro-teach a multiple intelligence lesson (Thursday or Friday)

Wednesday

Discuss How the Brain Learns/Practitioner's Corner – Chapter 4

1. Explain how the transfer of information between working memory and long term brain storage occurs.
2. What factors influence whether there is successful (positive) or unsuccessful (negative) transfer of information to and from long-term memory?
3. Explain why the following can encourage positive transfer of information to long-term memory: critical and creative thinking, critical attributes, brainstorming, analogies, metacognition, simulations, metaphors, journal writing....

Investigate Strategies for Interpreting and Evaluating Primary and Secondary Sources of Information

Share Assigned Sections: *Creating A Cooperative, Tolerant Classroom* (to be continued tomorrow)

Assignments:

- Prepare to micro-teach lesson using Bring Learning Alive multiple intelligence strategies (Th. or Fri.) Refer to rubric.

Thursday

Microteach Multiple Intelligence Lessons

Continue Sharing Assigned Sections: *Creating A Cooperative, Tolerant Classroom*

Assignments:

- Prepare to micro-teach lesson using Bring Learning Alive multiple intelligence strategies (Fri.) Refer to rubric.

Friday

Microteach Multiple Intelligence Lessons

Participate in “Going to the Moon” Activity from *Creating a Cooperative, Tolerant Classroom*

Assignments:

- Read Bring Learning Alive: How to Adapt Lessons to Meet Students’ Needs (pp. 174-181) for Monday
- Read How the Brain Learns, Chapter 5 for Wednesday

Social Studies Methods ED 399 - Week 3 Class ScheduleMonday

Overview: Teacher Work Sample (TWS)

Review Expectations for Two Well Developed Lessons

Discuss Tips for Writing Lesson Objectives

Discuss How to Create/Adapt Lessons and Assessments to Meet Students’ Needs

- 1) Encouraging full participation
- 2) Providing reading/visual support
- 3) Modifying assignments/assessments
- 4) Modifying overall assignments
- 5) Supporting and honoring diversity

Assignments:

- Read Bring Learning Alive: *Interactive Student Notebooks*, pp. 161-171 & *Multiple Intelligence Assessments*, pp 118-133
- Read How the Brain Learns – Chapter 5 for Wednesday

Tuesday

Discuss Self Reflection through Quality Assessments

Multiple Intelligence/Authentic Assessments: *Multiple Intelligence Assessments*, pp. 118-133

Notebooks/Portfolios: *Interactive Student Notebooks* pp. 161-171

Identify Elements of Quality Assessments (Handout)

Selected Response Questions: (Multiple Choice, True-False, Matching)

Constructed Response Questions: (Completion and Short Answer, Scenario, Essay, Relevancy)

Develop a Scenario, Essay or Relevancy Question

Assignments:

- Complete a Scenario, Essay or Relevancy Question for tomorrow
- Read How the Brain Learns – Chapter 5 for tomorrow

Wednesday

Discuss How the Brain Learns/Practitioner's Corner – Chapter 5: *Brain Specialization and Learning*

1. How is the brain specialized for learning?
2. How might hemispheric and sensory preferences affect learning, and how can we teach to the whole brain?
3. What strategies can teachers use to support instruction for second language students?
4. What neural systems connect to reading, and how can teachers support phonemic awareness, vocabulary, fluency and comprehension?

Use Information on Assessment Handout to Develop a Rubric for Scenario/Essay/or Relevancy Question (developed yesterday)

Assignments:

- Apply the Colorado Economics Standards to a current events article (as per instructions). On internet, type: Colorado Economic Standards and click on: www.cde.state.co.us/cdeassess/.../OSA/standards/econom.htm
- Read How the Brain Learns – Chapter 6 for Friday

Thursday

Discuss: Economics Organizations & Resources for Teachers (Junior Achievement, National Council on Economic Education)

Guest Speaker: John Brock, Colorado Council on Economic Education: *Strategies for Teaching Economics in the Classroom* or Representative from Junior Achievement

Debrief Economics Standards/Current Events Article

Assignments:

- Read over the Colorado Civics Standards. On Internet, go to: www.cde.state.co.us/cdeassess/documents/OSA/standards/civics.pdf
Compare the Civics Standards to the Promising Approaches (Best Practices) recommended by the *Civic Mission of Schools*. How are they similar and different?
- Read How the Brain Learns, Chapter 6 for tomorrow.

Friday

Discuss How the Brain Learns/Practitioner's Corner, Chapter 6

The Brain, The Arts and Cognitive Growth

1. How do the arts influence learning and behavior?
2. How can teachers use the arts and movement to increase attention, retention and higher-order thinking?

Analyze How Colorado's Civics Standards and Civic Education Programs Address the *Six Promising Approaches for Civic Education*

Respond to Questions: How Do You Define Civic Engagement? (Handout)

Discuss *Center for Civic Education* Programs (Project Citizen and We the People)

(Distribute textbooks: We the People: The Citizen and the Constitution and Hearing Guidelines for Authentic Assessment)

Assignments:

- Read The Citizen and the Constitution: Unit 6
Prepare response for authentic assessment on Monday.
- Read How the Brain Learns, Chapters 7 & 8 for tomorrow.

Social Studies Methods ED 399 – Week 4 Class Schedule

Monday

Discuss How the Brain Learns/Practitioner's Corner, Chapters 7 & 8

Thinking Skills and Learning & Putting It All Together: Planning for Today and Tomorrow

1. What is the difference between convergent and divergent thinking, and how do they incorporate the revised levels of Bloom's Taxonomy?
2. How can teachers stimulate higher-order thinking?
3. Why do teachers need to understand the difference between increased difficulty and increased complexity of tasks?
4. How can Chapter 8 assist you in writing your Teacher Work Sample and in your day-to-day teaching?

Class presentation: We the People Hearing (an authentic assessment)

Video: We the People Hearing: National Finals

Assignments:

- Read/write article review: *The Power of Political Cartoons in Teaching History*, National Council for History Education or read/write review for article of choice: *Social Education*, NCSS
- Read handout: *Strategies for Classroom Discussion of Current and Historical Events* and develop one strategy (as assigned) for use with class

Tuesday

Demonstrate/Explain Strategies for Discussion:

Structured Academic Controversy/Deliberation

Debate

Philosophical Chairs/Civil Conversations

Legislative Hearing/Panel,

Taking a Stand/Four Corners

Scored Discussion/Fish Bowl

Questioning Strategies

Discuss Importance of Professional Organizations

Debrief Articles

Assignments:

- Read *De Bono Strategies for Critical Thinking* and prepare to demonstrate one strategy as individually assigned
- Bring Resource File

Wednesday

Show & Tell: Resource Files

Share De Bono Strategies

TWS – Next Steps

Quiz Bowl: Brain-based Learning & Individual Response: *What Makes Teaching Go?*

Evaluation

All assignments are due in Katy's box at Mierow House by: _____