

Colorado College Education Department

Education 399

Secondary School Teaching – Social Studies Methods

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Texts:

How the Brain Learns, David Sousa, Corwin Press, Thousand Oaks, CA

Bring Learning Alive! The TCI 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 unit 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, research, class discussions, individual and group projects and simulations, lesson and unit development, microteaching, and reflective thinking.

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 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, 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 write reflective summaries for each of the following:
 - Social studies curriculum and content standards
 - Social studies resources, strategies, and student activities
 - Social studies instruction for diverse student backgrounds, interests, abilities and needs
 - Integration of reading, writing, oral communication and mathematics skills into social studies lessons
 - Assessment of student progress
2. Professional Reading (40 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: (40 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 strategies? Do the lessons include standards and objectives, engaging and differentiated strategies, activities, and assessments? Do they integrate other disciplines and technology?

4. Resource Collection/Filing System and Resource Review: (60 pts.)
 Develop a filing system for the materials you receive in class and 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, software, pictures, photographs, catalogs...). Bring your file the last day of class. Visit the library/multimedia support system at the school to which you are assigned and learn the rules and procedures for sending students or taking classes to the media center. Become aware of the types of social studies resources that are available in the school and evaluate one social studies resource for stereotyping, invisibility, imbalance/selectivity, fragmentation/ isolation, linguistic bias and unreality (descriptions and format will be provided).
5. Standards-based Lesson with Authentic Assessment: (80 pts.)
 Ideally, this lesson will be incorporated into one of your teacher work sample lessons. Apply the brain-based strategies/techniques for effective instruction from *Teachers Curriculum Institute* and *How the Brain Learns* (Sousa 2000), to the development of a standards-based social studies lesson that includes standards and objectives, several activities, and an authentic assessment. Explain how Sousa’s brain-based techniques and Howard Gardner’s multiple intelligences are addressed by the activities and assessment (criteria/rubric will be provided).
6. Microteaching: (50 pts.)
 Use your classmates as "students" to demonstrate standards-based activities that actively engage students, and differentiate instruction. Receive from and provide for your peers feedback based on specified criteria (rubric will be provided).
7. Personal Philosophy of Teaching (You will refine this during your student teaching) (40 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.
8. Class Activities and Preparation (40 pts.)
 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	40
Lesson Reviews	40
Resource Collection/Filing System & School Resource Review	60
Potential TWS Lesson: Brain-based Activities and Authentic Assessment	80
Microteaching	50
Draft: Personal Philosophy of Teaching	40
Class Activities/Seminars	40
TOTAL	400