

EASTERN MENNONITE UNIVERSITY
Course Syllabus
ED 374 Special Methods for Middle and Secondary Teaching: History and Social Science
FALL 2012

Instructor: Tom Long, M.Ed.
Office Hours: by appointment
Contact #: 540.885.0576 (H) 540.292.9180 (C)
E-mail: twlong51@gmail.com

Class Time: Mondays 8:00-9:50 p.m.
Location:
Semester Hours: 2 semester hours

Required Texts

Beal, C., Bolick, C. M., & Martorella, P. H. (2009). *Teaching Social Studies in Middle and Secondary Schools* (5th Ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Useful Websites

The following websites will be helpful in developing and aligning your unit and individual lesson plans with state and national standards. Some of the sites offer ideas on innovative teaching strategies and methods, classroom management, and developing trends in education. You should also search for sites of organizations representing specific content areas such as American history or geography.

Virginia SOLs

<http://www.doe.virginia.gov/VDOE/Superintendent/Sols/home.shtml>

National Council for the Social Studies

<http://www.socialstudies.org/>

Virginia Council for the Social Studies (or the affiliate in your state)

<http://www.vcss.org/>

National Education Association

<http://www.nea.org/>

Virginia Education Association (or the affiliate in your state)

<http://www.veanea.org/>

Course Description

This course focuses on the application of specific curriculum and pedagogical concepts relevant to the student's certification area in teaching of History/Social Science in middle and high schools. It will be tailored to help each student align specific content, instructional methods, and concepts to the Standards of Learning and NCSS curriculum standards.

Teacher Candidate Performance Outcomes

The successful teacher candidate is able:

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

Course Objectives

EMU TEP goals/outcomes are referenced in parentheses following each course objective. In addition, each is designated whether it is a K=knowledge, S=skill, or D=disposition objective. The student will be assessed on his/her ability to:

1. Formulate a personalized philosophy as to the teaching of social studies in middle school and high school. (Leadership, D)
2. Demonstrate the ability to incorporate and align the Virginia Standards of Learning into lesson plans and classroom instruction. (K, S)
3. Demonstrate the ability to incorporate and align and National Council for the Social Studies curriculum standards and key assessments into lesson plans and classroom instruction.
4. Demonstrate the ability to design lessons fostering understanding of and respect for diverse cultures. (K,S)
5. Demonstrate the ability to plan, organize, and implement effective social studies units and lessons using a variety of instructional methods, relevant primary and secondary resources, and using the skills, knowledge and methods of history and social science disciplines. (S)
6. Demonstrate the ability to modify and assess the social studies instruction for individual learner needs. (S)
7. Demonstrate ways of using community resources in teaching social studies. (K, S)
8. Demonstrate the ability to use a variety of instructional strategies/models in social studies. (S)
9. Demonstrate the ability to use a multi-media program with instructional materials appropriate to the outcomes and to the learners in the class. (K, S)
10. Develop a variety of assessments, including but not limited to, traditional tests/quizzes, writing assignments, activities, rubrics, and informal assessments for measuring student achievement in social studies. (K, S)
11. Develop the ability of self-reflection to successfully assess and adapt all facets of classroom instruction for continuous improvement of social studies instruction. (S)

Attendance Policy

Students are expected to attend class regularly. Should a student be unable to attend class, it is the student's responsibility to communicate with the instructor in advance by email or phone.

Academic Integrity

“Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from “Academic Integrity,” 2012-13 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty.”

Academic Support Services

If you have previously received services related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access ASC Tutoring (also assessible through myEMU)..

Disability Statement:

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Professional Organization Membership

Students are **required** to join the National Council for The Social Studies (NCSS), as a student member, as part of the requirements for this course. Join online at <http://www.socialstudies.org/>

Grading Scale:

A	96 – 100%	C+	83 - 85%
A-	94 - 95%	C	79 - 82%
B+	92 - 93%	C-	75 - 78%
B	89 - 91%	D+	71 – 74%
B-	86 - 88%	D	67 - 70%

Course Assignments

Resource File and Portaportal (20%)

The file is a book/media/paper and a portaportal of websites for use as resources for the classroom. The file must have sections on each of the content areas of Social Studies. Collect teaching ideas and strategies from books, magazines, newspapers, internet, etc. Organize them in file folders. Be sure to include all areas of Social Studies: Civics/Government, Current Events, Geography, World History, American History. If your goals are to teach a social studies elective such as Economics, Psychology, Sociology, or Anthropology you should include files as appropriate. Include some links/references to typical advance placement (AP) courses typically found in high schools, for example AP US History and AP American Government. You may want to add other files on games, holidays, bulletin boards, etc.

The Social Studies Resource Files you collect are for your own use. The grade will be based on meeting the above standards but will not be graded for your choice of specific content. Collect and include materials that you find useful.

Annotated Bibliography/Professional Journal Reviews (20%)

You will be expected to read three professional journal articles in order to increase your knowledge and awareness of current trends in social studies instruction in grades 6-12. *At least two of the articles must be about instructional strategies in the social studies.* Document each article and write a 150 to 200 word annotated bibliography and reflection of key components learned. You will lead a 5-10 minute discussion or activity about each article in class. Due dates are in the class schedule. Copies of your summary/reflection will be provided via email to classmates 24 hours prior to the class presentation. Grades will be based on the following rubric:

- | | | | |
|---|---|---|--|
| 0 | 1 | 2 | Summary exhibits professional writing (grammar, spelling, word choice, etc.) |
| 0 | 1 | 2 | Summary clearly articulates the main concepts and exhibits an understanding of the author's research and/or opinion. |
| 0 | 1 | 2 | The summary and reflection indicates an understanding of implications for history and social science education. |
| 0 | 1 | 2 | The summary and reflection indicates you have reacted to the author's views and provided justification for agreeing or disagreeing with those views. |
| 0 | 1 | 2 | The class discussion of the article is well organized, engaging, and includes at least two reflection questions raised by the article for consideration. |

Current Events Instruction (15%)

To be an effective social studies teacher, it is important to keep abreast of current events and social change. Students will be expected to develop three short (5 to 10 minute) lessons on a recent event related to a social studies class/classes of your choice. Each lesson will be taught in class and critiqued by your classmates and teacher. Bring necessary materials and handouts for students to participate in your lesson. One lesson may be included in your unit plan.

Class activities/ journaling (15%)

Throughout the class sessions you will be asked to participate in learning exercises that will help you gain proficiency in designing instructional strategies specific to the social studies. You will be asked to write and/or discuss your thoughts and reflections about class topics during each class session.

Unit Plan (30%)

Development of an instructional unit assessed to achieve a competent “2” rating on the rubric. This may be used as part of ED 361 PFE. The assignment will be due in three stages: planning, unit, and reflection. You should anticipate teaching one lesson, 30 minutes in length, which will be videotaped. We expect to combine with other methods classes for some lesson presentations. The unit shall include:

- Five daily lesson plans for a class 90 minutes in length.
- The lesson plan criteria includes Lesson Outcome/Objectives, Aligned Assessment, Differentiation, and Planning for Instruction will be used for admission to student teaching decisions beginning July 2012. The template of the ED 351 Lesson Plan Rubric with these designations noted is below.
- Lesson plans must be appropriately aligned with the Virginia SOLs (<http://www.doe.virginia.gov/testing/index.shtml>) and National Council for the Social Studies (<http://www.socialstudies.org/standards>).
- The unit plan will include at least one rubric for assessing student achievement.
- **This assignment may not duplicate an assignment submitted for any other course.**

Due dates: Planning (general outline of unit) – October 1
 Unit (specific daily lesson plans) – to be announced
 Reflection (what you learned, would improve, etc) – to be announced

Notes:

At least one of the daily lesson plans must incorporate the SmartBoard into classroom instruction. Incorporation of other classroom technology is encouraged.

From the Unit Plan, one 30-minute lesson will be presented and videotaped. It is anticipated that all of the Special Methods courses and students will participate collectively to create an environment more like a secondary classroom, to learn from each others' presentations, and to receive feedback from peers and other instructors.

The due dates for the unit will be determined by the presentation date in coordination with other special methods classes.

Most weeks you will be required to design and present a short lesson in class based on varying criteria determined by the instructor. These short lessons may be included in the unit plan.

In consultation with the instructor, the following EMU lesson plan format may be modified to suit the content area.

Eastern Mennonite University: Middle/Secondary School Lesson Design

Pre-Service Teacher: _____ Date: _____

Course/Subject: _____ Grade: _____

Title of Unit: _____

Title of Lesson: _____

VA SOL(s): (write out)

SPA Standard(s): (write out)

Materials:

For Teacher: include resources & appropriate citations, technology support, etc.

For Students: include resources & appropriate citations, technology support, manipulative materials, handouts, etc.

Instructional Objectives: Write 3 observable/measurable instructional objectives (one for every 30 minutes of instruction) using the ABCD format (audience, behavior, conditions & degree of expectation).

1.

2.

3.

Task Analysis:

Prerequisite	Essential Knowledge	Desired Enrichment

Assessment

1. Content and process skills to be assessed as identified in the instructional objectives.
2. Specific strategies or methods of assessment: (Describe & attach specific assessments)
3. Differentiation: How will you differentiate your assessment for the specific needs of diverse learners?

Lesson Body:

Anticipatory Set: Write out verbatim

Instruction: (Step-by-step procedures include teacher notes on content, teaching strategies, questioning, guided practice, independent practice activities, and time allotments for each procedure.)	Differentiation, Support Learning, & Adaptations What modifications, accommodations, and adaptations will you make to meet the needs of your students?

Closure: Write out verbatim.

Self-Reflection: To be written once the lesson has been presented in your practicum.

Lesson Plan Rubric

The following lesson plan rubric/evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.

Eastern Mennonite University Middle/Secondary Lesson Plan Rubric

	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score (Weight)
Introductory Information/ Narrative Description	Information of course, grade level, lesson/unit, SOLs, SPAs, materials, is thorough and accurate	Information of course, grade level, lesson/unit, SOL's, SPAs, materials, is complete and accurate	Information is missing, inaccurate or inappropriate	(__X 1 = __)
Task Analysis	Thorough and accurate statement of Prerequisite, Essential, and Desired content knowledge	Complete and accurate statement of Prerequisite, Essential, and Desired content knowledge	Incomplete statement of Prerequisite, Essential, and Desired content knowledge or missing category	(__X 2 = __)
Instructional Objectives¹	Objectives are observable & measureable; ABCD format is thoroughly and accurately included in all objectives; aligned with SOLs and SPA standards	Objectives are observable & measureable; ABCD format is addressed in all objectives; linked to SOLs and SPA standards	Objectives are not observable & measureable; one or more components of the ABCD format is missing in one or more objective	(__X 2 = __)
Assessment¹	Clearly linked to learning outcomes and monitored throughout the lesson (formal and informal)	Assessment linked to learning outcomes or monitored somewhat throughout the lesson	Assessment not linked to learning outcomes or monitored throughout the lesson	(__X 2 = __)
Anticipatory Set/Closure	Compelling introduction draws students into the lesson and closure focuses on student summary of learning; procedure is written out verbatim	Introduction draws students into the lesson; Closure focuses on student summary of learning; written out verbatim	Introduction or closure not included in lesson; not written out verbatim	(__X 1 = __)
*Instruction: Instructional Strategies/ Independent Practice¹	Detailed and purposeful teacher notes, instructional strategies, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning; practice extends student learning	Includes: teacher notes, instructional strategies, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning.	Does not include or is missing some required components. Does not reflect best practice; lacks one or more components: organized, sequential, varied strategies, timing; jeopardizes student learning	(__X 4 = __)
*Instruction: Support Learning/ Differentiation of Instruction¹	Extends and adjusts instruction appropriately for all students	Extends and adjusts instruction appropriately for most students	Instruction designed without consideration for individual student learning	(__X 2 = __)
*Instruction: Questions	Types/levels of questions identified; extend and promote, and extrapolate higher level thinking from students	Types/levels of questions identified; extend or promote some higher level thinking	Questions do not extend or promote higher level thinking; types/levels not identified	(__X 1 = __)
Total				**

***An interactive SmartBoard activity is required in one of these categories.**

¹Criteria will be used for admission to student teaching decisions beginning July 2012.

Assignment is completed when a competent "2" rating is achieved in every category.

Tentative Class Schedule, Fall 2012

Assignments are to be read prior to class to facilitate discussion. In addition to these readings, you may have other assignments given to you some weeks for the following class. Typically, these will be to design/develop/present a mini-lesson on a particular topic. For your professional journal presentations, please attempt to read articles that relate to the topic of that class or the prior week's class.

Date	Assignments Due
September 3	Introductions, orientation, expectations The Social Studies Classroom – students, teachers, transitions, and more.
September 10	Ch.1 – Perspectives on the Social Studies Virginia SOLs and NCSS standards
September 17	Ch. 2 – Contemporary Social Studies Journal presentation/reflection
September 24	Ch. 3 – Teaching and Learning Social Studies
October 1	Ch. 4 – Organizing and Planning Unit Plan/Outline Due
October 8	Ch. 5 – Engaging Students Current events/election lesson presentation
October 15	Ch. 6 – Promoting Reflective Inquiry Journal presentation/reflection
October 22	No class – Fall Break
October 29	Smart Board Presentation with other classes
November 5	Ch. 7 – Citizenship Ch. 8 – Social Concerns in a Diverse World Unit Plan Due
November 12	Ch. 9 – Comprehending, Communicating, Remembering
November 19	Ch. 10 – Using Technology Lesson Presentation/videotaping
November 26	Lesson Presentation/videotaping
December 3	Ch. 11 – Adapting Instruction to Individual Needs Lesson Presentation/videotaping
December 10	Ch. 12 – Evaluating and Assessing Student Learning Journal presentation/reflection
December 13	Exam Activities Unit reflection