

University of Portland
ED 456/ED 533E Middle and High School Content Methods: Social Studies

Fall 2013 3 Credit Hours

Th 4:10-6:55 Franz 030

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Course Description and Rationale

ED 456 “focuses on the design of effective social studies curriculum, instruction, and assessment. Students will learn content-specific instructional and assessment methods. Integrating these methods with existing understandings of their content-area, how people learn, and the diverse communities in which they work, students will plan and teach lessons that facilitate the learning of important knowledge, skills, and dispositions related to the language arts/social studies. Coursework will address both middle school and high school authorization levels. (University of Portland Bulletin).

ED 533E “focuses on the design and implementation of effective curriculum and instruction through the mastery of planning skills and instructional methods. Students will plan and teach a unit of instruction that incorporates their understanding of the needs and cultures of a diverse body of learners... (University of Portland Bulletin).

ED 456/ED 533E is intended as a bridge between theory and practice. In your previous courses and experiences, you have acquired new knowledge, skills, and dispositions that include understandings of how students learn and the ways in which schools function within a larger social context, the ability to communicate teaching goals through planned lessons, and an appreciation of the diversity of human backgrounds and needs. *This course will continue build your pedagogical knowledge and skills, while at the same time helping you to make educational decisions that put your knowledge, skills, and disposition into practice.*

You will write goals and objectives that articulate both state standards and your professional educational vision of what students should learn. You will learn and implement specific instructional strategies that will help students to achieve. And you will learn to organize a coherent unit of instruction that links your decisions about curriculum and instruction in ways that assist all learners to succeed.

In short, ED 456/ED 533E will prepare you to be a successful social studies teacher—capable of articulating a personal philosophy of education that addresses the needs of a diverse population of students, designing and executing lessons that mirror this philosophy, and assessing the effectiveness of your instruction.

Course Objectives

The mission of the University of Portland School of Education is to develop exceptional professional educators and the School’s Conceptual Framework outlines characteristics of such an educator. This course will focus on three of these characteristics.

I. Exceptional professional educators have a deep knowledge about content.

Course Objectives Aimed at Developing this Characteristic:

1. Students will plan curriculum, instruction, and assessment rooted in their knowledge of the nature of history and of historical thinking and in their understanding of other social science disciplines.

II. Exceptional professional educators have the deep knowledge and skills necessary to use instruction and the organization of classrooms to assist all learners to succeed.

Course Objectives Aimed at Developing this Characteristic:

2. Students will acquire a knowledge of instructional strategies, both general and discipline-specific, that will assist all middle and high school learners to succeed.
3. Students will build on their knowledge of current national and state standards and other perspectives on appropriate curriculum for middle and high school students.
4. Students will plan curriculum, instruction, and assessment that encourage active student participation, critical thinking, and the authentic use of knowledge.
5. Students will use varied instructional approaches supported by appropriate technology resources to meet the diverse developmental levels, learning styles, skills, knowledge, and cultures of middle and secondary students.

III. Exceptional professional educators fuse theory and practice.

Course Objectives Aimed at Developing this Characteristic:

6. Students will articulate the educational theories and reflect on their personal educational vision embedded in their curriculum, instruction, and assessment plans.

IV. Additional course objectives include:

7. Students will demonstrate the skills and dispositions needed to continue their development as a professional educator.
8. Students will use appropriate technologies to enhance student learning and advance their professional growth.

Course Readings

Required Text

Wineburg, S., Martin, D., & Monte-Santo, C. *Reading like a historian: Teaching literacy in middle and high school classrooms*. New York & London: Teachers College Press, 2011.

Supplementary Texts

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2005). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Handouts, Online Readings and Reserves

In addition to the readings listed above, handouts will be distributed from time to time, and a number of readings, both optional and required, may be placed on the course Moodle site or other shared drives.

Major Assignments ~ grading percentages

Course assessments are designed to provide you with opportunities to develop the knowledge and skills described in the objectives and to provide evidence that you have met them.

1. Resources Assignment: You will build a collection of teaching resources for a classroom unit or instructional strategy. *Objectives Assessed: I.1, II.1-5. IV. 8 ~ 10%*
2. Planning Assignments: You will collaborate in Lesson Study reviews of two planned units and develop a 2-3 week unit that could be taught at your fall student teaching placement. *Objectives Assessed: All ~ 30%*
3. Curriculum design consultation: Students will work in team to partner with curatorial and education experts at the Nikkei Legacy Center to develop museum curriculum. *Objectives Assessed: All ~ 20%*
4. Students will contribute assigned content to the classroom blog. *Objectives Assessed: All ~ 20%*
5. Showcase publication: Working in teams or as individuals students will contribute a chapter to a class designed iBook showcase. *Objectives Assessed: All ~ 20%*

Course Policies and Expectations

Assignments: Assignment sheets that include specific requirements, due dates, and scoring criteria will be distributed over the course of the term. Due dates will also be found on the course schedule. **All assignments are due on the specified date unless an extension is granted by the instructor in advance.** One grade step (3-4% of the possible points for the assignment) may be deducted for each day that the assignment is late.

Attendance: Because this class is an extension of your student teaching experience, attendance and timeliness are required. Just as in the classroom, emergencies and illness may keep you from attending or being on time. *In these (hopefully) rare cases, you must contact me* in advance by voice mail or e-mail, or if this is impossible (a flat tire on the freeway, for example), as soon as possible. *Unexcused absences and excessive tardies will result in a reduction of your grade* (e.g., a 5% deduction for each unexcused absence). You may also be placed on a student teaching plan of assistance.

Accommodations for Disability: If you have a disability and require an accommodation to fully participate in this class, contact the Office for Students with Disabilities (OSWD), located in the University Health Center (503-943-7134), as soon as possible.

Academic Integrity: Integrity is a major expectation of this and all courses taught at the University Of Portland. The consequences for failure to meet the expectations of academic integrity are harsh and are described in both the Student Handbook and the University Of Portland Bulletin.

Grading:

The following grading scale will be used on all assignments and in determining the final course grade:

94%-100% = A	87%-89% = B+	77%-79% = C+	67%-69% = D+
90%-93% = A-	83%-86% = B	73%-76% = C	63%-66% = D
	80%-82% = B-	70%-72% = C-	60%-62% = D-