EDMC 354 Middle Level Social Studies Curriculum, Pedagogy and Assessment

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XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy
EDMC 354 Middle Level Social Studies Curriculum, Pedagogy & Assessment
Spring Semester 2013

Instructor: Dr. Winston Vaughan   Day and Time: T/R 12:00-1:50
Email: Vaughan @xavier.edu   Class Location: Cohen 143
Phone: 745 3614: Instructor Office Location: Hailstones 302: Office hours: Mon. Wed. &Fri. 9:30-11:00

CE & L Dept. Mission Statement:
Xavier University’s Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students’ families and communities.

Course Overview:
This course examines the discipline of social studies integrated into a plan of instruction as relates to middle level instruction. Students will become familiar with the best practices and current methodologies in middle level social studies instruction, and the national standards and the Ohio Social Studies Academic Content Standards through classroom, clinical and field experiences.


NMSA Standards
Standard 2. Middle Level Philosophy and School Organization
Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizations.

Standard 4. Middle Level Teaching Fields
Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills

Standard 5. Middle Level Instruction and Assessment
Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.
**OHIO Teacher Standards**

Standard 1: Students
Teachers understand student learning and development and respect the diversity of the students they teach.

Standard 2: Content
Teachers know and understand the content area for which they have instructional responsibility.

Standard 3: Assessment
Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard 4: Instruction
Teachers plan and deliver effective instruction that advances the learning of each individual student.

The Conditions for Teaching and Learning

Standard 5: Learning Environment
Teachers create learning environments that promote high levels of learning and achievement for all students.

Teaching as a Profession

Standard 6: Collaboration and Communication
Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Standard 7: Professional responsibility and Growth
Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community

**Course Objectives/NMSA Standards, Ohio Teacher Standards**

Students will be able to:

- Develop an understanding of the behavior patterns and learning styles of the young adolescents. (NMSA 2.1)
- Identify the disciplines of knowledge that serve as content knowledge for the social studies curricula. (NMSA 4)
- Demonstrate an understanding of the methods and rational for integrating student learning. (NMSA 5)
- Use current methods and materials for teaching Social Studies (OTS 4) (NMSA 5)
- Provide a theoretical rationale for chosen social studies lessons and utilizes it for as a foundation for learning (OTS 4)
- Reflect awareness of the wide range of non-text materials and resources available for teaching social studies. (NMSA 4)
- Identify and implement the various teaching strategies used in the social studies discipline. (OTS 4, NMSA 5)
- Plan integrated social studies thematic units of instruction effectively. (OTS 4, NMSA 5)
- Write effective lesson plans for middle level social studies instruction (OTS 4, NMSA 5)
- Integrate social studies curricular objectives with other disciplines. (OTS 4)
- Plan and teach social studies lessons to peers. (NMSA 5)
- Observe, and teach social studies lessons to middle level learners (OTS 1,2,3,4)
- Integrate technology into the teaching/learning process of social studies (OTS, 4)
- Utilize a variety of assessment strategies (OTS 3)
- Describe and utilize appropriate middle childhood social studies curricular content, processes and attitudes based on the National Standards and the Ohio Content standards
- Integrate reflective practices within the teaching/learning process.
- Plan and deliver instruction in conjunction with the Ohio Teacher Standards (OTS 1,4)
- Display confidence and enthusiasm in teaching social studies
- Analyze and discuss current trend in middle childhood social studies
Course Requirements: | Points | Due Dates
--- | --- | ---
1. Active class participation and Attendance | 10 | Jan 17
2. Journal Article | 10 | Feb. 7
3. Test #1 | 50 | March 3
4. Test # 2 | 50 | April 26
5. Webquest (NMSA 5, OTS 1,2,3) | 45 | Monthly
7. Lesson Plans (OTS 3,4; NMSA 5) (Accreditation) | 10 | March 12
8. Peer Teaching (OTS 2,3,4; NMSA 4, 5) | 10 | April 26
9. Field Experience Observations | 20 |
10. Professional Development Experience (OTS7) | 10 | May 2
11. Field Experience Notebook (OTS, 6,7; NMSA 4, 5) | 50 |
12. Final Exam | 30 |

Grading Scale
A= 93-100; A-=90-92; B+=88-89; B=83-87; B-=80-82; C+ =78-79; C=75-77; F=below 75

COURSE POLICIES:
Attendance: The Xavier University catalogue states “In order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.” Students are therefore required to be present for all classes unless a proper excuse is presented. Should an absence be necessary, the student is required to make up any missed work. Excessive absences will result in a lower grade. 1 absence: No penalty. 2-3 absences: Final grade will be lowered by one letter grade. 4 or more absences: Student will be dropped from the class.

Academic Honesty: The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refer to the Xavier University Catalog for the official statement and consequences.

Accommodations: Xavier University’s Learning Assistance Center can be reached by calling 745-3280. The Writing Center is located in Alter B12 and the phone number is 745-2875. Please discuss necessary accommodations with the professor.

Assignment Policy:
All assignments will be turned in on time. If you have problems completing an assignment please see me. Assistance will be provided for students with special needs. You may rewrite some assignments as often as you wish after conferring with me in order to obtain a higher grade.

Cell phones: Please turn cell phones off before coming to class. If you need to have your cell phone on in case of an emergency please let me know.
Tentative Class Schedule:

**INTRODUCTION**

Jan. 8  
Topic: Introductions: Explanation of Syllabus (etc)  
Case study  
**Activity # 1 P.21**

Jan. 10  
Topic: Defining Social Studies/ National Standards/ Ohio Standards.  
**Activity # 4 P. 22**

Jan. 15  
Topic: Teaching and Learning Social Studies.  
Alternative& Contemporary Perspectives  
Assignment: **Chapters 1, 2**  
**Activity # 3 p.21**

Jan. 17  
Topic: Teaching and Learning Social Studies.  
Alternative perspectives  
Assignment: **Activities # 1,2 p.46**  
**Journal Article due**

**PLANNING**

Jan. 22, 24  
Topic: Organizing and Planning for Middle Level Social Studies  
Writing unit/lesson plans  
Assignment: **Chapter 4**  
**Activities # 2 p. 87**

Jan. 29, 31  
Topic: Assessing Social Studies  
Developing rubrics/scoring guides  
Assignment: **Chapter 10**  
**Lesson Plans Due**

**SKILLS**

Feb. 5  
**Freedom Time : Touching history Institute**

Feb. 7  
Topic: Engaging Students in Learning Through Small Groups. Simulations, & Role playing:  
Assignment: **Chapter 6**  
Student Engagement: **Activity# 4, p. 129**

Feb 12  
Topic: Promoting Reflective Inquiry in the Middle Grades  
Assignment: **Chapter 5**  
**Activity # 1, p. 106**  
**Test # 1**

Feb. 14  
**Begin Field**

Feb. 19  
Topic: Fostering Citizenship/Social Ethics in the Middle Grades  
Assignment: **Chapter 7**  
Citizenship Competency; **Activities, # 2, P. 153**  
**Peer Teaching**

Feb. 26  
Topic: Planning for a Diverse Classroom  
Assignment: **Chapter 3**
Global Citizenship: Activities # 1 & 3 P. 65
Peer Teaching

STRATEGIES

March 3

Topic: Organizing and Planning to Meet Individual Needs
Assignment: Chapter 8

Topic: Using Technology in Social Studies Instruction
Assignment: Chapter 9

Peer Teaching

March 12

Test # 2

March 19

Begin Field Experience

April 25
Reflections and analysis of Field Experience
Field Experience Notebook Due
Webquest Presentations

May 2
Final Exam

Assignments:
All assignments will be turned in on time. If you have problems completing an assignment please see me. Failure to do so will result in your paper not being accepted.

Journal Article
You are required to select an article from a social studies journal and write a two page reaction to it. The selected journal article must be a recent one (2005-2010). Your critique should be two type-written pages doubled spaced. The first page should be a synopsis of the article in your own words, and the second page should be your reaction to and interpretation of the article. Reflect on the relevance of the content to social studies teaching/learning.

Peer Teaching:
You will be required to plan and teach a 20-minute lesson to your classmates on a topic of your choice. The lesson should be planned with a particular age group in mind, and should consist of hands-on activities. Lesson plans must be completed for these lessons. Your classmates will evaluate your performance.

Field Experience Reflective Journals:
During field experiences students will keep a daily journal of their activities and observations. Monthly prompts will be provided for your response. Responses will be emailed to me the dates listed.

Field Experience Notebook
For this assignment you will need a three ring binder with tab dividers for each section. The title page should consist of Field Experience, Course number, and semester and name. The next page should be a table of contents identifying each section by number and content. Then there will be three (3) sections containing the following:

Section I
Your time sheet with hours calculated.

Section II
Your field activities as assigned from the text. (Label each activity with the page number)

Page 87 Activity # 1
Section III

This should consist of collected materials based on the following:

**Section A, Organizing content knowledge for student learning:** Include the lesson plans you teach in the field. Lesson plans must be written using the Task Stream Early and Middle Childhood Taskstream Lesson Plan Format. The lesson plan should be initialed by your cooperating teacher.

**Section B, Creating an environment for student learning:** Include the classroom schedule, classroom map, classroom profile; classroom rules, etc.

**Section C, Teaching for student learning:** Include your assessment instruments for each lesson taught in Section A along with any anecdotal notes, checklists or rubrics used. It should also include your reflection on each lesson taught based on the questions listed below.

**Section D, Teacher Professionalism:** Include the informal evaluations for each lesson taught, from your cooperating teacher. It should also include any school functions you attended along with your professional development. Copies of the teacher’s newsletters or parent communication should also be included in this section. You personal Disposition Form and a Disposition Form from your cooperating teacher, and university supervisor should be included in this section.

**Reflection Questions**
1. How did your lesson go? Did you do anything differently than you had planned? If yes, why did you make the changes?
2. Identify a group or individual who did well with the lesson. How do you account for this?
3. Identify a group or individual who had difficulty with the lesson. How do you account for this? What interventions could you use with this group/individual so they could achieve their learning goals?
4. Relate other comments, reactions, or questions about the lesson. (Was there anything about which you felt confused, frustrated or especially good?) Why?
5. If you had to reteach the lesson what changes would you make?

**WebQuest**
This assignment will be integrated with your other area of concentration. You will use Filamentality to create the WebQuest on a topic of your choice. I will provide the expectations for this unit along with the rubric for scoring the assignment. The due dates will be given at a later date.

**Lesson Plans:**
Each student will be responsible for developing two detailed lesson plans using the format provided. All materials (worksheets) used in the lessons must be included. These lesson plans may be used for your peer lessons. Lesson Plans must follow the Taskstream format, and submitted on Taskstream.

**Field Evaluation:**
During your field experience your cooperating teacher and I will evaluate you. Criteria used will be based on using best practices and current methodologies for middle level social studies instruction as categorized under the four domains.

**Professional Development Experience**
During the semester you are required to attend one social studies professional development program. This may be a local, state, national or some form of faculty professional development at the school at which you are assigned school, or any other professional development program as approved by the instructor. At the completion of your professional development opportunity, you will be required to write a short reflective piece on your experience. In reflecting consider the following:

- Where/when was it held and who were the sponsors?
- What did you learn about middle school social studies teaching/learning?
- How could you apply what you have learned in your social studies classes?
- What is your personal response to this experience?
- How do these kinds of experience support your growth as a middle level educator?

**Monthly Electronic Prompts for Block Field Experience**

During the time that you are in the schools you are to respond to the prompts provided below. The purpose of the electronic journal is twofold. It should help you to become a keen observer and participant in the classroom and also be a reflective teacher. A reflective teacher is always evaluating what happened during the day, why it happened, what can be done to continue what works, and improve what doesn't.

When you have responded to the specific prompt, you are then free to write about anything else that you wish to comment on regarding your field experience, the students, or your development as a teacher. Your responses are confidential. Your journal response must be sent electronically to vaughan@xavier.edu within 48 hours of the prompt date.

Feb. 14 Describe the climate of the classroom and discuss how you know from your observations that this classroom climate is conducive to student learning

March 14 Explain how you know from your observations that various developmental levels of individual students exist in the classroom and describe the evidence that demonstrates that the teacher is aware of the levels of students in the classroom.

March 28 Describe the behavior management plan in your classroom. What do you believe is successful and unsuccessful and why?

April 12 Discuss with your teacher how State Proficiency testing has impacted teachers, students and the school community. Describe the teachers' responses and what you think about these tests.

April 23 Provide evidence that demonstrates that content being taught in your classroom is being assessed. Explain how and why you know from your observations that these assessments are effective for individual students and the teacher.
Lesson Reflection Guide

How did your lesson go? Did you do anything differently than you had planned? If yes, why did you make the changes?

You felt confused, frustrated or especially good? Why?

Relate other comments, reactions, or questions about the lesson. (Was there anything about which you felt confused, frustrated or especially good?)

Identify a group or individual who did well with the lesson. How do you account for this?

Identify a group or individual who had difficulty with the lesson. How do you account for this? What interventions could you use with this group/individual so they could achieve their learning goals?

If you had to reteach the lesson, what changes would you make?