2014

EDMS 333-01 Methods, Curriculum, and Assessment in Social Studies

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Focus: Xavier's mission … is to educate. Therefore, "the mission of the school of education is to educate in the Jesuit tradition, students from varied backgrounds to be critical thinkers and ethical professionals in education and related fields who effectively contribute to and serve a world of many cultures and diverse communities."

Purpose: This course is designed to provide the student with an awareness of the methods, curriculum and assessment strategies used in social studies instruction at the secondary level.

Objective: The course is intended to provide the student with the necessary course content and processes to be an effective social studies educator.

Course Description: This course will prepare a teacher licensure candidate for successful performance in a secondary social studies classroom. Specifically, the student will study:

1. The development and structure of the social studies curriculum as exemplified in
   a.Ohio Standards for the Teaching Profession (7) – see attachment
   c. Standards recommended by one or more of the following: CAEP (Council for the Accreditation of Educator Preparation), [National Council for the Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC)], INTASC, TPA, etc.
   d. Standards recommended by the National Council for the Social Studies (NCSS):
      (1) Thematic (10)
      (2) Disciplinary and/or subject matter (5)
   e. OR, Specific standards recommended by the National Council for the Social Studies (NCSS) together with other specialized professional associations (i.e., the structure and content of academic discipline models recommended by professional organizations that make up the social studies in Ohio (OCSS, ODE, and others) for:
      (1) History
      (2) Geography
      (3) Civics and/or Government
      (4) Economics
   f. Ohio’s and other states’ currently applied standards and/or reform models for social studies/and other disciplines—i.e., “academic content standards” (see ACS book and/or ODE website); note the Common Core (national and state).
g. Selected methods/strategies/techniques for teaching social studies, and
h. Assessment/evaluation devices as recommended by CAEP [NCATE/TEAC], NCSS, ESEA or No Child Left Behind Act of 2001, Race to the Top, Ohio State Board of Education, Ohio Department of Education, textbooks, and others.

2. The preparation of lesson plans using the accepted (and standard Xavier University) format for application in traditional and non-traditional classroom settings noting appropriate inclusion of special education considerations.

3. a. The preparation of unit plans for application in any social studies environment, and
b. The presentation of selected lessons within and on an approved unit topic.

4. Participation in a service-learning activity/project involving the dynamics or "power" of social studies, and

5. The application of social studies concepts and skills (textbook and website evaluations) and teaching techniques learned—with emphasis on methods—in field experiences (50 hours).

**Student Learning Outcomes [Instructional Objectives]:** As a result of this course, the student will be able to:

1. Know the seven (7)--and give examples of--key standards expected of all educators in Ohio. See attachment—“Ohio Standards for the Teaching Profession”.


3. Identify social studies terms and related concepts deemed appropriate for secondary grades as noted by Ohio’s program for the social studies including the adopted “academic content standards” and those recommended by particular national or state groups in selected academic disciplines or other pedagogical/professional organizations.

4. Develop instructional and/or behavioral objectives identifying and measuring concepts, skills and values or attitudes and that are required in secondary social studies classrooms.

5. Develop effective lessons and an integrated/interdisciplinary unit that will enable students to achieve social studies objectives at or above grade level on Ohio’s achievement/graduation tests as well as on other assessment instruments.

6. Learn about and then demonstrate major teaching strategies/techniques/methods that will challenge and engage diverse groups of students (e.g., various races or ethnicities, disabilities) to improve achievement; and, plan for and demonstrate strategies for intervention with students not achieving at grade level.

7. Evaluate educational resources from a variety of print and electronic sources, and use appropriate resources in lesson-planning development and in a microteaching venue.

8. Use traditional assessment and multiple performance strategies that determine the success of student learning while preparing the student to answer questions in the future. Again, become more aware of the TPA process.

9. Plan and participate in a community/service-learning/citizenship opportunity and/or professional development activity IAW the "powerful" social studies. This activity should include the neighboring communities of Norwood or Cincinnati (Avondale, Evanston) and be completed on or before December 2, 2014.

10. Examine and formally evaluate major social studies textbooks (recent copyright 2005-2014) using an instructor-prepared, prescribed form (to be distributed in class—this form is not online).
11. Participate in and discuss planned field experiences in a range of school settings. (Mr. Jeff Hutton will explain and provide the necessary information for these required field-placement experiences on August 26, 2014; I will review, approve, and—if approved—sign-off on the required form NLT December 9, 2014.)

**Significant Instructional Strategies and Instructional Materials:** The student will:

1. demonstrate knowledge of selected course and instructional objectives—also, see Learning Outcomes above;
2. learn the sources of & demonstrate knowledge of key teaching and social studies standards;
3. manifest knowledge of and facility with both lesson and unit plans;
4. participate in planning and practice-teaching using a variety of teaching strategies for use with different classes and diverse children;
5. demonstrate skills in and become more comfortable utilizing information fluency (e.g., library resources, computers/technology, critical thinking skills) and multicultural fluency to access and assess resources for teaching purposes and to communicate the content of these resources to class members;
6. satisfactorily complete all other assignments and tasks associated with the course (see Evaluation below); and,
7. complete a minimum of fifty (50) hours of field experiences—per Mr. Jeff Hutton’s directions on August 26, 2014.

**Meetings:** This class will meet on Tuesdays from August 26 through December 16, 2014 or as scheduled; the final exam will be given on Tuesday, December 16, in this classroom (at the same time). However, this class will not meet on selected days/times including university holidays, as applicable. Also, some class work will be presented and/or completed online via Canvas, email, and/or electronic reserves.

**Note:** Attendance at scheduled in-class meetings is expected and is critically important; therefore, only one (1) excused absence is permitted without grade penalty [penalty is equal to one letter grade reduction for more than one absence; i.e., A is reduced to B]; tardiness is not condoned, and it will result in a partial grade reduction [reduction to the next lowest grade; e.g., A is reduced to A-].

[Weather Hotline: 513-395-8822]

**Evaluation:** The student must satisfactorily complete the following requirements; late papers, if accepted, will be assessed a late/reduced grade:

- **Text Evaluation** 50 points - **September 9, 2014**
  (Use the form distributed in class; also, refer to chapters 14-15 in Dynneson. Submit to Dr. Kessinger—in class—on date due.)

- **Web Site Evaluation (1)** 50 points - **September 30**
  (Students will complete one required written evaluation of a selected Website or App.)

- **Mid-Term Exam** 100 points - **October 14**
  [see text, chs 1-7, 14-15; also review sections of the edTPA handbook]
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Completion of Five (5) Lesson Plans 50 points - October 28 (via email attachment)

Unit Submission (initially, UO and UPC parts only) and microteaching performance 100 points - November 4 TBA—will be assigned

[NOTE: This unit must include a diversity component and denote differentiation of instruction for diverse students—see texts and articles below]

Completion of Service-Learning Project (includes model, log, permissions, evaluation, etc.; see rubric) 50 points - December 2

Field Experience Report or Log -0- points - December 2 or 9
[NOTE: Show course/classes visited and describe methods observed; include micro-teaching experience on log.]

Final Exam 100 points - December 16, 2014
[see text—all chapters]

Total 500 points

Grading: (based upon total points achieved from Evaluation above)—

Undergraduate students (in pts):
A = 463-500; A- = 448-462; B+ = 433-447; B = 413-432; B- = 398-412;
C+ = 383-397; C = 363-382; C- = 348-362; D = 298-347; F = less than 298.

Required Texts:


Optional Texts:


National Council for the Social Studies. (1994). *Expectations of Excellence: Curriculum Standards for Social Studies*, selected chapters. This work was revised in 2010 as the *National Curriculum Standards for Social Studies*—see citation above.

**Selected Journal Articles – Other references will be noted and assigned:**

See articles (via handouts or electronic reserves)—when noted in class. For example, consult *Service-Learning Resources* for details on service-learning; for another example, see this and other cited articles or readings are also **required**. For another example, see Steele, M.M. (2007, March/April), "Teaching social studies to high school students with learning problems" that is in *The Social Studies* 98(2), 59-64.

These and other examples are **required** readings and should be read and acted upon prior to the completion of particular tasks and exams.

**EDMS 333 – Tentative Schedule of Activities & Class Meetings for Fall 2014**

**August 26**

**In-class** meeting:
- Introductions and Course Orientation (Dr. Kessinger);
- Information on required Field Experiences (Mr. Hutton)

**September 2**

**In-class** meeting:
- Read course text, chapters 1 and 14, and complete the Social Studies Text Evaluation due next week in class. (Bring completed text evaluation form to class.)
- Social Studies or Social Sciences? Read ch. 2 for next week.

**September 9**

**In-class** meeting:
- Turn-in Text Evaluations.
  //Social Studies or Social Sciences?//
  Review chs. 1 and 2 and skim chapter 15 for next week.

**September 16**

**In-class** meeting:
- Standards/Testing
  //Constitution Day//
  Skim chapters 3 and 4, 6 for next week/
  Obtain Website Evaluation Form.

**September 23**

**In-class** meeting:
- Key SS Disciplines or Subjects.
  //Powerful Social Studies//
  Skim chapters 5 and 7 for next week.
In-class meeting:
//Motivation and Technology//
Turn-in Website Evaluations (review ch. 6).
Begin Review for Mid-Term Exam

In-class meeting:
Review

In-class meeting: Mid-Term Exam
Skim and read chapter 8 for next in-class meeting//
Review ch. 2 and complete assigned readings on service-learning//
Begin planning for service-learning project.

In-class meeting:
Critique Mid-Term Exam.
Overview of Planning with emphasis on Lesson Planning.
Read chapter 9 and see Appendix A.

In-class meeting:
Turn-in Five (5) Lesson Plans.
Unit Planning with emphases on Unit (Instructional) Outline and
Unit Planning Calendar.
Review chapter 9, skim/read chapters 10-12, and see Appendix B.

In-class meeting: Turn-in UO (or IO) and UPC
Read chapter 13.
Final Unit Planning—Checklist.
Prepare for Unit Presentations

In-class meeting: Unit Presentations - TBA

In class meeting: Unit Presentations - TBA

[Thanksgiving Week]
No Class meeting

In-class meeting: Unit Presentations – TBA
Turn-in service-learning project.
Turn-in Field Experience Reports/Logs either today or next week.

In-class meeting—
Did you turn-in your log last week? If no, please do so today.
Critiques
Review for Final Exam.
In-class meeting: Final Exam