

PSU Graduate School of Education
Preparing professionals to meet our diverse communities' lifelong educational needs.

Advanced Secondary Methods: Social Studies
ITP 527-001 CRN 45248 Thursday 4:30-8:30 ED408
Course Syllabus for Winter 2015

Dr. Gayle Y. Thieman

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Instructor Wiki: gtpdx.wikispaces.com	503-725-4630 (office)
Class Wiki: http://psu14ssmethods.wikispaces.com	
Office Hours: 608A	Mon. 2:00-4:00; 1:00-3:00 by appt





The GTEP Secretary, Mark Wallace, can be reached at 725-4753. My mailing address is PO Box 751, Graduate School of Education 608A, Portland, OR 97207. Please call or email me directly to schedule an appointment.

Students needing an accommodation pursuant to federal, state or institutional education regulations should immediately inform the course instructors. Students with conditions affecting their abilities will be referred to the Disability Resource Center (503 725-4150, TTY or Relay 503 725-4178) to document their disability. That office will provide appropriate support and services as needed. I will work with you to arrange the supports you may need in this class.

Catalog Description:

Concentrated study of recent trends in the curriculum and methodology of the subject area. Investigates the problems and methods in selecting and organizing materials for instruction, including integration of media, computers, and technology.

The Graduate School of Education's Conceptual Framework:

Vision - Preparing professionals to lead life-long learning and development within our diverse communities.			
			
Diversity and inclusiveness—Advocacy for fairness and respect Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)	Research-based practices and professional standards—Professionalism Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)	Impact on learning and development—Commitment to learning Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)	Evidence-informed decision making—Reflection Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)

Essential Questions:

- What does it mean to teach for understanding in social studies using authentic instruction and assessment?
- How can I develop technology and literacy enriched learning activities to meet the diverse needs and interests of students and engage them in active citizenship?

Course Objectives, Standards, and Assessment

Course Objectives Candidate will:	GSE Conceptual Framework	TSPC/INTASC Standards	Assessment
Develop dispositions and teaching abilities to provide powerful social studies learning opportunities for all learners-across races, ethnic groups, social classes, genders.	1.1, 1.2, 3.1	(2b) Application of Content INTASC 5h, 5m (3c) Instructional Strategies INTASC 8f , 8k	Work Sample Lessons incorporate authentic instruction and assessment
Promote students' construction of connections within the social studies; between the social studies and other subjects; and between themselves and the world beyond the classroom.	2.2, 3.1	(2b) Application of Content INTASC 5i, 5j, 5p, 5q	Work Sample Lessons integrate Common Core and state social studies standards Unit Schedule/Outline
Design and select social studies tasks which take into account students' backgrounds and experience, which engage those students' interests and intellect, and which consider social studies standards (national and state), authentic instruction and assessment practices.	1.1, 1.2, 2.1, 2.2, 4.1	(2a) Content Knowledge INTASC 4f (3a) Assessment INTASC 6b, 6e, 6k, 6r (3b) Planning for Instruction INTASC 7 a, 7b, 7g (3c) Instructional Strategies INTASC 8l	Work Sample Lessons integrate differentiation and literacy strategies Work sample lessons incorporate authentic instruction and assessment
Investigate and critique the use of new instructional practices and technologies in social studies instruction, including Web 2.0	3.2	(2b) Application of Content INTASC 5c, 5l (3b) Planning for Instruction: INTASC 7k (3c) Instructional Strategies INTASC 8n	C3LC Project Integration of technology into lesson plans as tools for student learning
Participate in a collaborative professional learning group	2.1 3.1 4.1	TSPC 4a INTASC 9a	Lesson Study with CT, Univ Spvr, Gayle or School Team

Class Format: Class sessions will be varied and may include lecture, discussions, video, and/or special presentations, cooperative learning groups, reflective writing, guest speakers, field trips, and Web 2.0 technologies

Course Texts and Materials

National Council for Social Studies. *Social Education* (Subscription for pre-service teachers)

McTighe, J. & Wiggins, G. (2013). *Essential questions. Opening doors to student understanding*. ASCD, Alexandria, VA.

LIBRARY ONLINE ACCESS <http://search.library.pdx.edu/PSU:CP71120121600001451>
Click "View Online" Click "View Full Text" Log into ODIN Click arrow: Read Online Available

ON COURSE WIKI: <http://gtpdx.wikispaces.com>

Common Core Standards for ELA and Literacy in History/Social Studies

ODE Curriculum Standards for Social Studies

International Society for Technology in Education (2008) *ISTE National Educational Technology Standards and Performance Indicators for Teachers*

International Society for Technology in Education. (2007). *National Educational Technology Standards for Students: The Next Generation*.

Lee, C.D., Spratley, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy*. New York, NY: Carnegie Corporation of New York

Partnership for 21st Century. (2008). 21st Century Skills and Social Studies Map.

Thieman, G. & Carano, K. (2013, January). How Oregon social studies teachers are preparing students for the 21st century. *Oregon Journal of the Social Studies*, 1(1), 3-18. Retrieved from <http://www.oregonsocialstudies.org>

Evaluation

Incompletes will be considered only if you have conferred with me about your special circumstances prior to exam week and if you meet the criteria for an incomplete. You are responsible for ensuring that all assignments are turned in by March 19.

Criteria for Assessment...Class Projects and Written Work

1. Clarity, conciseness, and completeness.
 - You address assignment/ activity guidelines and expectations.
 - Your thesis and main points are clear, well-organized, and well-supported with examples, descriptive details, explanations, and evidence from readings.
2. Insightful reflection about and critique of topic/situations.
3. Authenticity and conviction. Your own voice, experience, and expertise come through!
4. Effective and appropriate use of language conventions to communicate with audience/reader.
5. Professional and ethical use of source material. You include in-text citations for quoted material and a complete list of references at the end of your project.

Academic Integrity

In the PSU Student Conduct Code # **577-031-0136**

Proscribed Conduct by Portland State University

The following constitutes conduct as proscribed by Portland State University for which a student or

student organization or group is subject to disciplinary action:

- (1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.
- (2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

Course Schedule

Session	Topics	Readings/Assignments Due at Beginning of Class
Jan 8	Civic Literacy, Political Cartooning <ul style="list-style-type: none"> ▪ Discuss state of social studies in Oregon ▪ Review Syllabus ▪ Work Sample Guidelines pp 1-4 and rubric ▪ C3LC Project ▪ Participate in Political Cartooning with Print & Digital Tools 	<ul style="list-style-type: none"> ▪ Social Studies Work Sample Topic <u>Post to social studies wiki</u> ▪ Read Thieman & Carano, <i>From the Field: How Oregon Social Studies Teachers are Preparing Students for the 21st Century</i>. Pdf and Link on wiki. Prepare a question based on the reading for the class discussion. Also be prepared to comment on how one of the survey findings confirms or disagrees with social studies instruction you have observed.
Jan 15	Historical Thinking and Timelines <ul style="list-style-type: none"> ▪ Work Sample Guidelines pp. 5-6 and rubric ▪ Historical Thinking (Wineburg, Drake & Nelson) ▪ Visual Ranking: History Habits of Mind ▪ Participate in Analyzing Primary Sources: Think Aloud & S.O.A.P.S 	<ul style="list-style-type: none"> ▪ Work Sample Rationale, EQ, Unit Goals/Standards <u>Post to social studies wiki</u> ▪ Read excerpt from <i>Reading in the Disciplines</i> on Instructor Wiki pp. 4-6 (Reading in History) ▪ Reflection: Choose a primary source document that you plan to use with your work sample. Develop the discipline-based questions that you would ask students to consider as they read the document. <u>Post the questions and attach the document to social studies wiki</u> ▪ Wiggins/McTighe Ch 4 paragraph & response
Jan 22	Historical Literacy, Inquiry & DBQ's <ul style="list-style-type: none"> ▪ Guest Speaker: Mollie Hackett ▪ Work Sample Guidelines pp. 7-8 and rubric Literacy Strategies <ul style="list-style-type: none"> ▪ Research on social studies literacy Depth of Knowledge Levels & Thieman/Lenski research ▪ Sign up for Literacy Lesson Study Groups 	<ul style="list-style-type: none"> ▪ Work Sample Context: community, school, class/student profile draft <u>Post to social studies wiki</u> ▪ Read excerpt from <i>Reading in the Disciplines</i> on Instructor Wiki pp. 1-3 (Introduction Overview and pp. 6-11 (Challenges of Reading Textbooks and Teaching Content Knowledge & Reading Strategies in Tandem) ▪ Be prepared to discuss the challenge of reading disciplinary content and the role of prior knowledge. ▪ Reflection: Analyze a selection from a social studies textbook used by your CT. To what extent does the text selection reflect the challenges of reading textbooks. <u>Post to social studies wiki</u>
Jan 29	TOPIC Work Sample Guidelines pp. 8-9	<ul style="list-style-type: none"> ▪ Work Sample Assssment Plan <u>Post to social studies wiki</u> ▪ Wiggins/McTighe Ch 5 paragraph & response
Feb 5	▪	<ul style="list-style-type: none"> ▪ Work Sample Unit Schedule & Outline. Draft of two lessons <u>Post to social studies wiki</u>
Feb 12	Choices Program <ul style="list-style-type: none"> ▪ Guest Speaker: Sarah Lundy 	<ul style="list-style-type: none"> ▪ Work Sample Unit Schedule & Outline. Draft of two MORE lessons <u>Post to social studies wiki</u> ▪ Wiggins/McTighe Ch 6 paragraph & response

Feb 19	Mock Trial Prep Guest Speaker: Alyssa Tormala Data Analysis of pre/post data	<ul style="list-style-type: none"> ▪ Read Trial Summary on Wiki and Outline key issues in the trial from point of view of prosecution What role would you like to play in the trial? Bring your notes to class (do NOT post on wiki) ▪ Work Sample Draft post unit assessment with student directions, sample, and rubrics <u>Post to social studies wiki</u>
Feb 26	Mock Trial: Participate in Mock Trial with St Mary's Academy Team	<ul style="list-style-type: none"> ▪ Reread trial summary on WIKI and prepare for role in mock trial ▪ Wiggins/McTighe Ch 7 paragraph & response
March 5	▪	▪ Social Studies Work Sample
March 12	Spatial Reasoning through Geography Participate in Population Connections Lesson	▪ Lesson Study
March 19	Course Evaluations	▪

Assignments/Expectations Due This Term

Class Participation

(15%)

My expectation is that you come to class on time each afternoon prepared to participate fully, support one another in a community of learners, challenge yourselves, and complete your assignments to the BEST of your ability. I expect students to attend every class during this session. In case of an emergency, you must email Dr. Thieman (thiemag@pdx.edu) prior to the class regarding your absence. Your grade will be based on a combination of active class participation, completion of all assignments and readings on time, demonstration of honest engagement in your writing with the issues and readings discussed in class, and professional demeanor. **Excessive absences and tardies will negatively affect your grade.**

Preparation for Social Studies Activities and Guest Speakers

(10%)

We will have at least four guest speakers this term and each of them may assign preparatory readings to enhance your participation in their presentations.

Participate in C3LC Grant Supporting Social Studies Teachers to Meet Common Core State Standards

(10%)

Wiggins and McTighe Essential Questions Reading Responses

(15%)

For each chapter, choose one of the suggested activities in each chapter, implement it in student teaching and then explain what you did and how your students responded in a half-page. Reference the text page where the activity is listed. There will be a special page on the class wiki where you should post your experience. Then read and respond to one other person's posting. This will be like a blog, but using the wiki page format to organize. There are four sections on the wiki page. Please post your experience under the relevant chapter.

Jan 15 Wiggins & McTighe ch. 4

Jan 29 Wiggins & McTighe ch. 5

Feb 12 Wiggins & McTighe ch. 6

Feb 26 Wiggins & McTighe ch. 7

March 5 Social Studies Unit Excerpt from Work Sample

(25%)

Submit an excerpt from your social studies work sample which appropriately incorporates elements of national and state standards, and demonstrates your understanding of authentic instruction and assessment. The project should also incorporate differentiated strategies for diverse learners, literacy strategies, and technology enriched learning activities. The project should be part of your **winter term** social studies work sample.

Your unit should include:

- **Classroom and Learner Context including Learner Profile Chart.** Demographic description of students for whom the unit is designed and specific accommodations you plan to make to meet these students' needs. Be sure to incorporate appropriate strategies for Special Needs (Title I or IEP students or TAG) and English Language learners.
- **Unit Rationale and Relevance**
- **Curriculum Framing Questions, Unit Goals, Curriculum Standards**
Incorporate appropriate and state social studies curriculum standards and Common Core State Standards for Literacy in History/Social Studies
- **Assessment Plan Table, pre and post assessment instrument and scoring guide/rubric.**
The unit assessments should clearly relate to your Essential Questions, stated goals and objectives and demonstrates an authentic assessment strategy including scoring rubric. Incorporate Newmann's criteria for authentic assessment.

- **Unit Schedule and Unit Outline**
- **Four lesson plans** which carry out the unit goals including objectives, procedures, materials, and activities. Include copies of the materials you will use to teach the lesson. Incorporate Newmann's criteria for authentic instruction.
- **At least one student activity incorporating technology.**
- Strategies for accommodation/differentiation and attention to literacy should be included in each lesson plan. **At least three different literacy strategies should be used in the unit**

****Note:** You will submit drafts of your unit plan and receive feedback throughout the quarter. The grade will be based on the final revision you turn in March 5

March 12 Lesson Study—

(15%)

Lesson Study is a process by which teachers collaboratively investigate their instructional materials and classroom teaching practices and examine students' ways of thinking, understanding and learning. Lesson Study can then stimulate new ideas for improving instructional materials, teaching and student learning.

You will be collaborating on a lesson using the Lesson Study format. The Lesson Study team will consist of your instructor, your CT, your university supervisor, and an additional school-based teacher, and/or one of your classmates. You will need to have the following sections completed: Goals, objectives, standards, teacher actions, anticipated student responses, and student evaluation with observational tools. You will be asked to teach this lesson in your student teaching placement. Your CT, supervisor, and one additional team member will be using the observational tool during your instruction. You will be assessed by the following methods: 1) observational tool as used by observers, 2) exit slip from the students in the class, 3) written reflection after instruction* and 4) Lesson Study rubric. I will be looking for how well you developed the lesson plan, how well you delivered the instruction, and how well students learned. I would also like you to videotape the lesson so I can see it.

Write a two page reflection explaining how this process (team planning, initial lesson plan, video observation and cooperating teacher feedback and discussion) has affected your thinking about student learning and collaborative teacher practice. Include details from the videotaped lesson and/or CT observation notes and impact of the lesson on student learning.

Professional Networking and Development

10%

There are many opportunities beyond your school and PSU to network, volunteer, and participate in professional development. Choose one activity that appeals to you from the list on the instructor wiki (ITP 527 folder) or suggest your own. Write a one page summary of the activity in which you participated and explain how what you learned will affect your teaching practice. Upload your reflection within a week of the event to your personal page on the social studies wiki. Suggested activities include:

Sat Jan 17 (8:00 to 5:00): Volunteer with Classroom Law Project Constitution Team State Finals at Hatfield Federal Court House Portland Contact: Kathleese at Classroom Law Project office@classroomlaw.org

Sat Feb 28 (8:00-4:00): Volunteer with Classroom Law Project Regional Mock Trials at Multnomah County Courthouse Contact: Kathleese at Classroom Law Project office@classroomlaw.org

Sat March 7 (9:00-3:00)

Mon March 23 (3:00-8:00) and Tues March 24 (8:00-4:00) State Final Mock Trials at Mark Hatfield Federal Courthouse Contact: Kathleese at Classroom Law Project office@classroomlaw.org

March 7 (9:00-3:00) Center Geographic Education Oregon annual conference: Western O University Monmouth. Flier/registration <http://www.pdx.edu/geography-education/sites/www.pdx.edu.geography-education/files/2015%20Annual%20Conference%20Flier.pdf>

OR Teaching with Documents Grant: 5 Saturdays 9-3 Concordia U. THREE GRAD CREDITS FREE

Jan 31: Teaching with Primary Sources

Feb 21: Oregon History Society resources

March 14: Oregon Native American Rights

April 11: WWII

May 9: Civil Rights Era

ITP Winter Unit Scoring Guide

Dr. Thieman

Student

Unit Topic:

Rating Indicator	Unsatisfactory	Emerging	Proficient
Concept Map Shows Aligned CFQs, Standards, Topics	Concept map is missing or is not clearly linked to the Essential and Unit Questions, Curriculum Standards and lesson topics	Concept map linkages between Essential and Unit questions, Curriculum Standards and lesson topics needs some clarification	Concept map clearly communicates Essential Question, Unit questions, Curriculum Standards and lesson topics
Alignment of CFQs with Learning Goals & Objectives	Few lessons have clear learning objectives. Few lessons, learning activities are explicitly linked to CFQ's, unit goals, & standards	Most lessons have clearly articulated objectives and are linked to, CFQ's, unit goals and curriculum standards	All lessons have clearly articulated objectives and are explicitly linked to CFQs, unit goals and curriculum standards.
Lesson Plan Components	Lessons are poorly developed and many of the components are missing	Lessons are complete, but some procedures may be unclear, or lessons are missing some components	Lessons are well developed and include specific procedures, teacher created materials, detailed activities, assessment--show what the teacher and students are doing
Teaching Procedures	The lessons within the unit are not logically organized. There is little variety of instructional strategies	Lessons have some logical organization with some variety in activities and resources, though not extensive.	Lessons are logically organized Variety of activities, assignments, and/or resources make a clear contribution to learning.
Higher order thinking	No evidence of higher order thinking. Students do not compare, contrast, predict, or make hypotheses, set goals, or reflect on learning	There is some evidence that students are engaged in higher order thinking and constructing knowledge and understanding	Students organize information, hypothesize, consider alternatives, set goals, plan strategies, experiment, evaluate and/or reflect on learning
Disciplinary knowledge & skills	Emphasis is on coverage rather than indepth understanding. Students do not use tools or processes of discipline	Students are beginning to use tools/processes of subject matter. Some topics studied in depth	Students use tools and processes of social scientists. Lessons focus on in depth understanding of core content
Oral/written communication	Students do not participate in class discussions. Students do not work collaboratively. Little or no original writing	Class discussions are teacher led. Some group work. Few substantive or reflective writing assignments	Students work collaboratively, develop multiple perspectives, engage in substantive oral & written communication
Connection to real world	No connection to real world problems or students' lives	Some connection of subject or activities to real world problems and/or students' lives	Students work on real world tasks, problem solve, share with audience
Assessments	Minimal assessment of content or skills and little relation to EQ. Students do not construct or organize information. Superficial selected response	Some assessments relate to the EQ and require higher order thinking and use of content and skills. Information is organized with some written or oral communication.	Assessment requires in-depth knowledge, application of skills, higher order thinking, related to EQ. Information is clearly organized with substantial written/oral communication
	Directions & scoring criteria may be poorly written and/or unclear.	Directions, procedures, and scoring criteria are clear	Directions are clearly written with specific scoring criteria Rubrics are used appropriately.
Use of Technology	Technology is inappropriately used OR not used.	Teacher uses technology to support instruction & learning	Students use technology for research, to collaborate, and/or communicate
Attention to Literacy	The unit does not address literacy or only in a very indirect way. Lessons include no explicit teaching of literacy skills.	The unit includes literacy skills appropriate to students' needs or attempts to integrate literacy with content	Specific literacy strategies are included in every lesson; at least three different strategies used in the unit
Class Context Accommodations	Minimal student class context and/or minimal accommodations	Specific strategies detailed in lesson plans based on class context	

