



Trinity International University

ED 6830 – Teaching History and Social Studies in the Secondary and Middle School Course Syllabus – Fall 2010

Professor: Mr. Micah Miner
Office: 156-B McLennan
Class location: ALD 201
Times: Mondays 6:00-8:00 pm
Oct.25, Nov. 8, Nov. 22, Dec. 6
Credit hours: 2

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Cell (& TXT): 312.504.4193
Office hours: 5:15-5:45pm Wednesdays or by
Appointment

TEXTBOOK/MATERIALS:

- Chapin, June R. (2011). *A Practical Guide to Middle and Secondary Social Studies*, 3rd ed. Boston: Pearson.
- Taskstream: www.taskstream.com

COURSE WEBSITES:

All Division of Education candidates are **required** to purchase a subscription to **TaskStream**, a software tool to assist us in assessment of Division of Ed programs. Access the TaskStream web site at www.taskstream.com. Students must purchase at least a one semester subscription each semester they are enrolled in Division of Education courses. We urge students to consider an option that will extend their TaskStream subscription one year beyond their intended graduation, so that they will be able to share their portfolio electronically with prospective employers.

- Taskstream: www.taskstream.com
- Instructor's Wiki: <http://minerclass.wikispaces.com/>

COURSE DESCRIPTION:

ED 6830 Teaching History and Social Studies in the Secondary and Middle School

A course focusing on standards-aligned history and social studies content being taught in today's secondary and middle schools. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6800. *Two hours.*

ACADEMIC DISHONESTY:

The Lord calls for the highest integrity in all we do. Titus 2:7-8 (ESV) states, "Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity, and sound speech that cannot be condemned, so that an opponent may be put to shame, having nothing evil to say about us." The College catalog says, "Trinity considers academic dishonesty in the forms of cheating and plagiarism to be serious academic infractions and a breaking of college Community Expectations" (p. 195). Cite all sources to avoid the appearance of dishonesty. A professor may give a failing grade for the course based on deliberate cheating or plagiarism.

PLAGIARISM is defined as using another person's work or words as if they were one's own without identifying the source. Paraphrasing the written work of another author is a form of plagiarism and should be scrupulously avoided. Plagiarism will not be tolerated in any form. This includes in written papers, exams, or oral presentations.

CHEATING, is defined as any form of fraud or deception that results in a better grade or even a better impression of the student's performance than he/she actually earns or deserves. Aiding or treating a fellow student with either favoritism or unfairness by a student leader in the class is also considered to be cheating. One or both parties may be held responsible. Cheating will not be tolerated in any form.

INCIDENTS OF PLAGIARISM OR CHEATING will be dealt with severely by the professor. The penalty will include, at least, failure of the assignment(s) involved, but could include failure of the course. All incidents of plagiarism and cheating will be reported in writing to the Academic Dean, who has the authority to undertake further disciplinary measures in accordance with TIU policy. Education majors are reminded that two incidents of academic dishonesty will be grounds for dismissal from the Division of Education.

ADA:

In accordance with the provisions of the ADA, if a student requires any special assistance or adaptations in this course, please communicate with the professor as soon as possible.

COURSE GOALS:

The purpose of Teaching History and Social Studies in the Secondary and Middle School is to empower teacher candidates to:

- Discover current approaches , instructional strategies, and assessment options for designing and assessing learning experiences for 6-12 grade students in a Secondary and Middle School social science classroom;
- Recognize how to integrate instructional technology as a tool to help students learn the knowledge and skills of the social sciences;
- Reflect and evaluate different ways of teaching and designing lessons for a unit that align to learning standards that are considered to be best practices in a classroom-learning environment ;
- Understand how to make evidenced-based instructional decisions about teaching the social sciences and discuss the role Christian faith has on teaching and learning in the lives and careers of students.

COURSE OBJECTIVES:

The course objectives are taken from ISBE's "Content Area Standards for Educators" and ISBE's "Illinois Professional Teaching Standards." You can access these standards on www.minerclass.wikispaces.com. The competent social science teacher:

- understands the connections among the behavioral sciences, economics, geography, history, political science, and other learning areas.
- understands the use of analysis, interpretation, and evaluation.
- understands how to use the tools of social science inquiry to conduct research and interpret findings.
- understands the process of reading and demonstrates instructional abilities to teach reading in the content area of social science.
- understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

- understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
- understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

COURSE EXPECTATIONS:

1. **On-line participation:** Students are required to access assigned articles on <http://minerclass.wikispaces.com/>
2. **Class Participation:** Learning takes place in its best form from systematic and conscientious participation by the entire classroom community.
3. **Attendance:** Students are expected to be in class every time. A student will fail if they miss a class.
4. **Late Work Policy:** All assignments must be turned in on or before the date they are due. Late work will not be accepted.
5. **Assignment/Citation Formatting:** All written assignments are expected to be in APA writing format (see <http://www.apastyle.org/learn/index.aspx> for assistance with citations) and reflect a level of literacy appropriate for a teacher candidate (free of spelling and grammatical errors) since you will be models to your future students. Remember that Luke 6:40b (ESV) states, "...but everyone when (s)he is fully trained will be like his teacher". All work should be submitted in Microsoft Word at 12 font, double-spaced, one inch margins, with standard font styles (only Arial, Times New Roman, or Callibri will be accepted). Single-space name, date, course, and the assignment in a heading format in the upper left corner.

Sample heading to be used on all papers in the upper left corner:

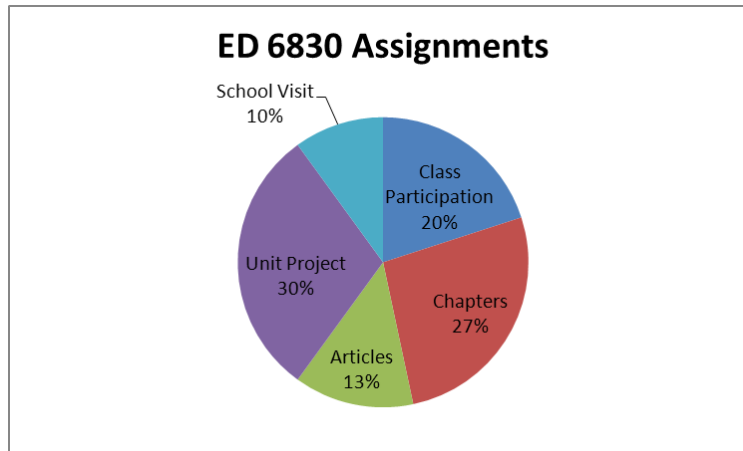
Jane Doe
9/1/10 ED 110
Journal Response #1

COURSE ASSIGNMENTS: Students are required to complete the following list of assignments as part of the requirements for this course. All writing assignments turn in to the professor should be edited copies of work.

Grading Scale:

A: 93-100%	B-: 80-82%	D+: 67-69%
A-: 90-92%	C+: 77-79%	D: 63-66%
B+: 87-89%	C: 73-76%	D-: 60-62%
B: 86-83%	C-: 70-72%	F: 59% and below

Assignment	Points (total 300)
Class Participation	60
Chapter Assignments (5 pts each)	80
Article Assignments (10 pts each)	40
Unit Project	90
School Visitation/Observation	30



ED 6830 COURSE SCHEDULE

Due Date	Assignments
Monday Oct. 25	<ul style="list-style-type: none"> Ch. 1 "On Your Own" 1.1 (pg5), 1.2 (pg10), 1.3 (pg28) Ch. 2 "On Your Own" 2.1 (pg43), 2.2 (pg45) S. A. L. on "Giving, Prompting, Making..." article S. A. L. on "Improving Content Literacy in Social Studies Classrooms..." article Unit Project overview and outline (Look below for details)
Monday Nov. 8	<ul style="list-style-type: none"> Ch.3 "On Your Own" 3.1 (pg68), 3.2 (pg94) Ch. 4 "Small Group Work" 4.5 (pg124) Ch. 5 "On Your Own" 5.1 (pg152), 5.2 (pg158) S. A. L. on "A Sequencing Framework...Social Studies Instructional Units" article 3 lesson plans that will be a part of your Unit Project
Monday Nov. 22	<ul style="list-style-type: none"> Ch. 6 "On Your Own" 6.1 (pg171), 6.2 "On Your Own" (pg187) Ch. 7 "Small Group Work" 7.3 (pg218) Ch. 8 "Small Group Work" 8.3 (pg255) S. A. L. on "Diversity, Group Identity and Citizenship Education in a Global Age" article 3 lesson plans that will be a part of your Unit Project
Dec. 6	<ul style="list-style-type: none"> Unit Project
<ul style="list-style-type: none"> Chapters 1-2, chapters 3-5, and chapters 6-8 listed above should all be on the same documents. Start a new page for each chapter. Unit overview and outline – overview should be at least 3 paragraphs and include subject, topic, unit goals, and lesson ideas S. A. L. is a three paragraph response (1) a brief Summary; (2) a short Analysis (3) Lessons learned. Turn in chapter assignments and S. A. L.s by attaching them to an email to minerassignment@gmail.com Subject should be lastnameduedate (ex. Miner10-19). All assignments are due by 12 midnight on the due date. 	

Webliography:

Social Studies and General Educational Websites: All descriptions are taken directly from the website listed.

- <http://www.socialstudies.org/> : National Council for the Social Studies has grown to be the largest association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies.
- <http://p21.org/> : The Partnership for 21st Century Skills is a national organization that advocates for 21st century readiness for every student.
- <http://commoncore.org/> : An organization that is against Partnership for 21st Century Skills movement and wants to improve education in America, by promoting programs, policies, and initiatives at the local, state, and federal levels that provide students with challenging, rigorous instruction in the full range of liberal arts and sciences.
- <http://www.edutopia.org/tech-integration> : A website committed to what works in education that provides information regarding technology integration.

Web 2.0 Websites/Resources for teachers:

Blogging Tools for the Classroom:

1. www.classchatter.com : free classroom weblogging that is password-protected to keep elementary and secondary students responses safe from others.
2. www.blogspot.com/ : free blogging site that can be connected with your gmail account.

Podcasting Tools for the Classroom:

1. www.adioboo.fm : free podcasting site

Web 2.0 Tools that do not require students to create accounts

1. www.wallwisher.com/ : interactive posting site that does not include a sign-in
2. www.drop.io : site where you can place a file there and have people respond without creating an account.

Free Mindmapping Sites:

1. www.bubble.us/ : the easiest to use mind mapping software tool for classroom use.
2. www.mind42.com/ : another website that is easy to use, has a different look than bubbl.us
3. www.wisemapping.com/ : similar to mind42, try it out to see what is the easiest for you.

Useful 2.0 Resources that require students to create accounts

1. www.glogster.com/ : interesting way to create multimedia presentations through digital posters.
2. www.xplana.com/ : new social networking site committed to learning.
3. www.wikispaces.com/ : free wiki site.
4. www.voicethread.com/ : free video presentation, collaboration, interaction website.

Education Sites that is helpful in learning and applying technology, especially 2.0 tools:

1. www.learnitin5.com/ : great reference for current and emerging educational technologies and tools