



**TEACHER EDUCATION &
MATHEMATICS DIVISION**

ED 447-75: Content Area Methods

Fall 2022

Class meets: Wednesdays, 3-4:15pm, ACW 135

Instructor: Dr. Amanda Van Lanen

Office Location: Spalding Hall 237

Office Hrs: Tuesday and Thursdays 1:30-2:45pm; Wednesday 11:00am - noon; or by appointment. You can come to office hours in person or connect via zoom - <https://lcsc.zoom.us/j/6510524452>. Zoom is set up with a waiting room. You may have to wait a few minutes if I am with another student.

E-mail: alvanlanen@lcsc.edu

I will customarily respond to emails within 48 hours. If it has been more than 4 days, please attempt again and call to be sure I received the email.

Office Phone#: (208) 792- 2684

Email is preferable in most cases. It is more reliable, is not bound to the office, is more readily detected, and is documented communication. If there is an urgent matter, feel free to call. I will customarily respond using email and will attempt to get back to you within 48 hours. If it has been more than 72 hours, please attempt again and use email as well.

Course Description

This course combines theoretical and practical learning experiences in pedagogical content knowledge. Students demonstrate requisite knowledge, skills, and dispositions through authorship of content-specific unit plan consisting of course rationale, syllabus, and lesson plans based upon local, state, and national standards. Special emphasis is placed on research- based

teaching methods and strategies relevant to the content area. Provides a meaningful pre-internship practicum experience in the content area for students.

Pre-Requisites: All Phase I courses in the Secondary Teacher Education program.

of Credits: 2

Course Learning Objectives

Standards-Based Objectives:

Essential course learning objectives and outcomes are aligned with State of Idaho Standards for Initial Certification of Professional School Personnel.

- Idaho Standards for Initial Certification of Professional School Personnel ([Full document pdf - https://www.sde.idaho.gov/cert-psc/psc/standards/files/standards-initial/Idaho-Standards-for-Initial-Certification-of-Professional-School-Personnel.pdf](https://www.sde.idaho.gov/cert-psc/psc/standards/files/standards-initial/Idaho-Standards-for-Initial-Certification-of-Professional-School-Personnel.pdf))
 - Core Teaching Standards 1-8 (pp. 3-4)
- National Council for the Social Studies National Standards for the Preparation of Social Studies Teachers, standards 1-5 ([NCSS full description https://www.socialstudies.org/sites/default/files/images/ncss_socialstudiesteacherstandards-april2017-prepublication.pdf](https://www.socialstudies.org/sites/default/files/images/ncss_socialstudiesteacherstandards-april2017-prepublication.pdf))

Standards for Social Studies Students:

Social studies occupies a unique position because several of the standards of our content area are integral to professional standards for every teacher in every level and content area. Appreciation of cultures, communities, diversity, collaboration, power distributions and responsibilities, technology's interaction with community, and civil behaviors are essential both to the content we teach and to the knowledge and skill sets of all teachers.

Based on the course design and assignments, this course emphasizes:

- Idaho Content Standards, Social Studies. ([full document pdf - https://sde.idaho.gov/academic/shared/social-studies/ICS-Social-Studies.pdf](https://sde.idaho.gov/academic/shared/social-studies/ICS-Social-Studies.pdf)) document pp. 28-63, Standards: 6-9.GWH 1.8.1-5.1.6, 6-9.GEH 1.8.1-5.1.6, 6-9.WHC 1.6.1-5.1.3, 6-12 .USH 1.1.1.1-2.5.1.4, 9-12.G 1.1.1-5.1.3, 9-12.E 1.4.1-5.1.3
- the [National Council for the Social Studies Standards](https://www.socialstudies.org/standards/national-curriculum-standards-social-studies), (<https://www.socialstudies.org/standards/national-curriculum-standards-social-studies>) and
- the [C3 framework](https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf) (<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>).

Other Objectives

1. Method
 - a. Demonstrate effective application of the student standards in lesson, unit, and assessment design.
 - b. Practice classroom community building and management techniques
 - c. Create an integrated unit for a social studies class that incorporates at least three social studies disciplines and a variety of teaching and learning strategies (including reading/writing strategies, modal and intelligences differentiation, inquiry/problem solving, primary sources, and technology applications).

- d. Create lesson plans that demonstrate understanding of student-centered, dialogic instruction.
 - e. Create multiple assessments for lessons and unit.
 - f. Develop strategies incorporating reading comprehension and writing to learn across secondary curriculum.
 - g. Identify electronic resources that to be effectively incorporated in lesson plans/activities.
2. Approach
 - a. Explore ways to build classroom and school communities that value, respect, and promote all the stakeholders in schooling, and that enhance the dialogic, critical, and holistic education of all students.
 - b. Identify and discuss essential components of critical-constructivist teaching and learning practices.
 - c. Employ reflective practices designed to deconstruct and reconstruct personal beliefs, values, perspectives, dispositions, and expectations.
 - d. Consider the nature and intent of standards. Develop understanding of their impact on the lived experience of the stakeholders in schooling to create a personal approach to successfully meet mandates while also genuinely facilitating education.
 - e. Demonstrate an awareness of the ways in which students raced, classed, gendered and sexually oriented identities as well as other unique characteristics such as language, ethnicity, religion, and location influence the ways they experience schooling.
 - f. Demonstrate the ability to work cooperatively and collaboratively with colleagues as well as plan cooperative- collaborative activities for students.
 3. Content
 - a. Build knowledge in the social studies content areas for the context of engaging in educative dialogue with sources and students.
 - b. Identify sources of rich, deep social studies content to build conceptual complexity for the teacher and the students.

LCSC Division of Teacher Education's Eight Principles

1. Lewis Clark State College Division of Teacher Education Conceptual Framework & Professional Principles

Our conceptual framework is to prepare caring professionals who teach for understanding in communities of learning. Our eight principles are to ensure that you emerge as:

1. a Dedicated Professional,
2. a Knowledgeable Professional,
3. a Content Specialist,
4. an Educational Designer,
5. an Educational Facilitator,
6. an Educational Evaluator,
7. a Culturally Responsive Educator, and

8. a Reflective Professional

In your Program Professional Portfolio, remember that assignments from this course are central as examples of these principles.

Course Requirements

- Attendance in online sessions, agreed synchronous times, and in clinical hours with active participation are expected.
- Read/view everything that is assigned
- All written work should conform to APA 6 standards. For assistance with APA style, consult the [Purdue Online Writing Lab](http://owl.english.purdue.edu/) (<http://owl.english.purdue.edu/>)
- Assignments are to be submitted by the assigned due date. Grades on assignments turned in late will reflect a deduction of points at the professor's discretion.
- Standards of excellence and professionalism are expected. Academic dishonesty or inappropriate conduct, may result in failure of the assignment, failure from the class, and/or dismissal from the program.

Required Materials

- **Canvas Page** – course syllabus, readings, and other materials will be posted to our course Canvas page.
- **Lewis-Clark E-mail account** - Professors and students are officially responsible for correspondence sent from and to them only through the college email accounts.
- [LCSC Library](http://www.lcsc.edu/library/) (<http://www.lcsc.edu/library/>)
- [Approaches & Ideas for Teaching Secondary Social Studies](http://harmanshonbu1.org/socstext/) by William Gregory Harman (<http://harmanshonbu1.org/socstext/>). This text is available online and linked through Canvas.
- **Choice Book** You will also be reading one book of your choice (subject to professor approval) from within one of the social studies content areas. Use this book to help you prepare your Project-Based Assessment unit.

Policies

LCSC Policies

Consumer Information Page: In 2008, the federal government required all post-secondary institutions offering federal financial aid to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a [consumer information page](https://www.lcsc.edu/consumer-information/) (<https://www.lcsc.edu/consumer-information/>).

Disability Accommodations: Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and LCSC Student Counseling Center immediately (RCH 111, 792- 2211). Official documentation is required to provide accommodation/adaptation.

Student Rights and Responsibilities: Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC.

Students should review the [LCSC General Catalog](http://catalog.lcsc.edu) (<http://catalog.lcsc.edu>) and the [LCSC Student Handbook](https://www.lcsc.edu/media/7886/student-handbook-21-22.pdf) (<https://www.lcsc.edu/media/7886/student-handbook-21-22.pdf>) for more information.

Students have the right to be free from harassment or discrimination based on sex or gender orientation. [Title IX Statement](https://www.lcsc.edu/student-affairs/student-code-of-conduct/title-ix-violations-and-other-civil-rights-violations/) (<https://www.lcsc.edu/student-affairs/student-code-of-conduct/title-ix-violations-and-other-civil-rights-violations/>)

Accidents/Student Insurance: Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Field trips or other special student activities may also require students to submit a signed participation waiver.

Enrollment Verification/Attendance: Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty: Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action. [LCSC Code of Conduct](https://www.lcsc.edu/student-affairs/student-code-of-conduct/). (<https://www.lcsc.edu/student-affairs/student-code-of-conduct/>)

Illegal File Sharing: Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the VP for [Student Affairs web page](https://www.lcsc.edu/student-affairs/) (<https://www.lcsc.edu/student-affairs/>).

Diversity Vision Statement: Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being ([see LCSC Statement on cultural diversity](https://www.lcsc.edu/diversity/diversity-vision/)) (<https://www.lcsc.edu/diversity/diversity-vision/>).

Student Feedback: Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Canvas) systems.

Student Work: Student work for this course (assignments, quizzes, exams, projects, videos, etc.) can be copied and retained for program assessment, accreditation, and instruction purposes. For more information, speak with the instructor or division chair.

Grading

Professor reserves the right to alter due-dates, quantities of points, and requirements of assignments as the needs of the semester require.

Percentage	Grade	LCSC Grading Equivalent
93-100%	A	4.0
90-92%	A-	3.67
87-89%	B+	3.33
83-86%	B	3.0
80-82%	B-	2.67
77-79%	C+	2.33
73-76%	C	2.0
70-72%	C-	1.67
67-69%	D+	1.33
60-66%	D	1.0
0-59%	F	<1.0

Candidates must receive a grade of B- or better in all professional education coursework and in any course work they are using as part of an application for an endorsement or approval.

The grade of Incomplete may be given in extraordinary circumstances. As per LCSC policy, at least 80% of coursework must be completed in order to receive an incomplete.

Attendance

The Student Handbook indicates: “Lewis-Clark State College does not enforce a global attendance policy for all students. Individual faculty members may limit the number of absences a student is granted in a given class in order to receive a passing grade.” Since this is a clinical course, attendance is very important for your success. Since the course is hybrid, attendance will count in two categories: discussion boards and synchronous sessions. See the assignments section for more information. If you miss more than 20% of class sessions for any reason you may be asked to drop the class.

Assignment Completion

Please practice professionalism and turn in all assignments on time. If you cannot submit an assignment on time, for any reason, let me know as soon as possible. I will not accept late work unless you have made prior arrangements with me. I reserve the right to subtract 10% of the available points for each day an assignment is late. In order to successfully complete the class, you must submit all of the required assignments.

Assignments

Participation:

Discussion Board Posting and Response	100 points (10 pts/session)
Synchronous Sessions	100 points (10 pts/session)

Clinical Experience Hours:

Working in tandem with OSTE	50 points
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Professional Portfolio

50 points

Performance Based Assessment

150 points (broken down as follows)

Draft

Planning	20 points
Performance Commentary	10 points
Assessment	10 points
Reflection	10 points

Final Version

Planning (context, unit plan, and 3 lessons)	40 points
Performance and commentary (one plan, observed in action)	20 points
Assessment	20 points
Reflection/Complied, completed document	20 points

Total:

450 points

Participation:

Discussion Board Posting & Response Synchronous Sessions (1 hour per week)

- **Discussion Boards:** You will participate in ten Canvas discussion boards throughout the semester (see Course Calendar).
 - Initial Post: Every week, you will have two prompts, one from the reading/viewing and one from clinical experience. Write substantial posts (roughly 500 words) for both. Use what you know and higher-level thinking (application/analysis/synthesis) when writing.
 - Reply to Colleagues: Everyone's posts will be available after the initial post due date. This semester, there are only five of you, so please read each other's posts and reply substantively – carry their ideas further, disagree/question assertions – forward the thinking that's going on. Each week, reply to at least two classmate's posts. Respond to their post about reading/viewing OR clinical experience. You don't have to reply to both prompts. Your reply should be at least 250 words.
- **Synchronous Sessions:** Across the semester, we will have 10 hour-long, synchronous sessions, in-person or by Zoom depending on your location. Attending the meeting for the full time will automatically give you 7 points. Adding your voice makes it 8-9. Being a leader in voice and working with one another makes it 9-10.

Absence with reason can receive up to 6 points, at the professor's discretion. Repeated absences, even with reason, result in lower points. Absence without reason will result in a 0.

Clinical Experience Hours: At least 40 hours of field-practicum is assigned for this course this semester. Within those hours, you have three tasks:

1. Observation Reports/Reflection (*built into the discussion board assignment*): You will observe the teacher & the class. Respond to the prompts substantially – see the discussion board part of participation, above
2. Working in tandem with the OSTE (cooperating teacher): The work of a teacher is only partly occupied by the class hours. Teachers design, collect resources, evaluate assessments (grade), and serve various duties for operation of the school. Around half of your hours should be working for your cooperating teacher in whatever ways they believe would help them and contribute to your understanding of the total work (this can be student contact, if that's what the teacher wants – working with small groups, tutoring, etc.).

Keep a **log of what you did**, *and the time it took*. The OSTE will sign the log, and you will turn it in as evidence of the productive hours spent.

3. Teaching from what you planned in your **Performance Based Assessments (PBA** - see below). When starting to think about your PBAs, consult with your OSTE to select a topic that fits with what they need to do with the students within the time you are there. One of the plans that you include in your PBA be a class-hour lesson plan that you can teach the students. The plan will employ the template that you are using for the lesson plans of the PBA

Hints:

- *make plans where the students have a lot of the initiative/work to do. The more that you are a facilitator and the less you are a presenter, the easier it will be for the students to buy in to your replacing the teacher for the hour.*
- *If your cooperating teacher has more than one section of the same class, and you can schedule it, teach each one more than once. This is a valuable experience.*

The performance of the lesson from your PBA will be evaluated by me for the purposes of this class.

Professional Portfolio: When you were in ED-224, you created a template for two portfolios - a technology portfolio and a professional portfolio. It is time to fill in the professional portfolio template!

- 1) Find your template (or create a new one - contact Professor to help create it if you need to)
- 2) Create an updated resume and include it in the Resume section
- 3) Find all the papers and assignments that you have done across the program that portray philosophy of education and attach those documents in the Philosophy section (you should have an item from ED-214 and from ED-321 at least)
- 4) Fill in the principles definitions sections with
 - a) The program's descriptions of each principle
 - b) A re-statement of what that principle means to you in your own terms.
- 5) Look across the materials from your entire experience at LC (and outside of it!) for applicable examples of how you have carried out each principle, such that you end up with two good examples per principle.

See Appendix A, the full portfolio assignment, for guidelines as to the meanings of the categories. Each example will be placed in the portfolio so it includes:

- a) A name
- b) At least a paragraph description of what it is and how you believe it meets the principle
- c) At least two artifacts of the example (images, documents, etc.)

By the time we are done with the semester, you will have completed a draft of the portfolio. See the checkpoint dates on the calendar.

In your clinical internship, you will continue work on the portfolio. As you come up with other examples you could use, you may choose to select them to include as **featured examples** for each principal (two for each principal are required) and leave the others there as additional representations. For some, you may stick with the ones you chose this semester. For others, examples that you develop between now and then may be ones you prefer to meet the criteria.

Performance Based Assessment (PBAs): You will complete the PBA assignment this semester. You will do it again in your clinical internship. This semester's version is a chance to become accustomed to and practiced with providing what it asks for. This assignment meets Idaho Core Teaching Standards 1-8.

The PBA is a key assessment for evaluating your progress in the teacher education program. It will serve as your final examination for the course. The complete PBA consists of:

Section 1 - Planning:

- Fill out a demographic **context** worksheet of your class and school,
- Create a **unit plan** and
- **3 lesson plans** that are part of the unit,
- Write a **commentary** of the planning process (responding to prompts)

Section 2 - Performing:

- **Teach** at least one of the lessons and
- Write a **commentary** on the performance (responding to prompts)

Section 3 - Assessment:

- Present a graphic of **quantitative, aggregated data** from a formal assessment of the students
- Present **samples** of three different students' work (high/middle/low) with your comments to the students
- Write a **commentary**, responding to prompts, which will provide an analysis of the quantitative data and description of the use of response to students as represented on the samples.

Section 4 - Reflection:

- Write a commentary (responding to prompts) that reflects upon carrying out the PBA and the clinical experience.

This is quite big – lots to do, lots of rubrics for evaluation. **Breathe, stay calm, take it step by step.** We build in flexibility, so please do not panic if you find that you won't be able to teach the thing you thought you would and have to do something different, that your assessment for Section 3 can't be the one you wanted it to be when you created Section 1, etc. These matters are open to variation so we can accomplish the task in accordance with its rubrics while still doing what is possible and practical.

Full instructions for the PBA are posted on Canvas with an outline of tasks, step-by-step prompts built into a template for the unit plan, lesson components, and rubrics for every piece: context, planning, performance, assessment, reflection, and social studies specific requirements.

Extra Credit

1. For 10 points, join the **National Council for the Social Studies**, while you can still do it at the student rate, and bring printed validation that you have your membership by the end of the semester.
2. For 2 points each time (up to 10 points total), email Dr. Van Lanen links to interesting social studies articles, teaching resources, video segments, etc. I'll compile these resources on a [class webpage](https://sites.google.com/lcmail.lcsc.edu/ed447socialstudiesresources/home) that you will be able to access after the class has ended. (<https://sites.google.com/lcmail.lcsc.edu/ed447socialstudiesresources/home>)

Course Schedule

For additional information about weekly assignments, please see the Canvas course calendar and modules. Course schedule subject to change.

Week	In-Person Meeting	Topic/Readings	Due
Week 1 - (August 22-26)	Yes	Topic: Why are Social Studies Vital? Read syllabus, portfolio, and performance-based assessment documents before class. For discussion, read/view Harman, “Why are Social Studies Vital?” textbook section.	Discussion Board #1 <ul style="list-style-type: none"> Initial Post – Friday August 26 Replies, Sunday, August 28
Week 2 – (August 29-September 2)	Yes	Topics: Planning and State Standards Read Harman “Planning” section and other articles provided on Canvas Review standards (NCSS, C3, State of Idaho, Common Core)	
Week 3 – (September 5 -9)	No – should know practicum placements sometime this week	Topic: History of Social Sciences Curriculum Read Smith Read Harman “Materials” section	Discussion Board #2 <ul style="list-style-type: none"> Initial Post – Friday Sept. 9 Replies, Sunday, Sept. 11 Portfolio Checkpoint #1 – Share by Sunday, Sept. 11 (resume, philosophy papers from various courses, descriptions of 8 principles from program and in own words)
Week 4 – (September 12-16)	Yes	Topics: Geography and Using Technology Read Harman “Disciplines: Geography” and “Materials: Technology”	

Week	In-Person Meeting	Topic/Readings	Due
Week 5 – (September 19-23)	No	Topics: Civics and Classroom Management Read Harman “Disciplines: Civics” and “Methods: Classroom Management vs. Community” and other materials on Canvas	PBA: Draft of Section 1 (context worksheet, unit plan, plus 3 lesson plans) – Friday, Sept. 23 Discussion Board #3 <ul style="list-style-type: none"> • Initial Post – Friday Sept. 23 • Replies, Sunday, Sept. 25
Week 6 – (September 26-30)	Yes	Topics: Civics cont. and Lecture Read Harman “Methods: Lecture” continue reading Harman “civics/govt primers”	Discussion Board #4 <ul style="list-style-type: none"> • Initial Post – Friday Sept. 30 • Replies, Sunday, Oct. 2
Week 7 – (October 3-7)	No	Topics: Civics cont. and Discussion Read Harman “Methods: Discussion, Questioning” and finish reading Harman “civics/govt. primers”	Discussion Board #5 <ul style="list-style-type: none"> • Initial Post – Friday Oct. 7 • Replies, Sunday, Oct. 9 Portfolio Checkpoint #2 – share by Sunday, Oct. 9 (One example selected for each principle that meet standards)
Week 8 – (October 10-14)	Yes	Topics: History and Cooperative Learning Read Harman “Methods: Cooperative Learning” and “Disciplines: History” and other materials on Canvas	Discussion Board #6 <ul style="list-style-type: none"> • Initial Post – Friday Oct. 14 • Replies, Sunday, Oct. 16
Week 9 – (October 17-21)	Yes	Topics: History cont. and Projects Read Harman “Methods: Papers/Projects,” start reading Harman “history primers,” and other materials on Canvas.	Discussion Board #7 <ul style="list-style-type: none"> • Initial Post – Friday Oct. 21 • Replies, Sunday, Oct. 23

Week	In-Person Meeting	Topic/Readings	Due
Week 10 – (October 24-28)	Yes	Topic: History cont. Finish reading Harman “history primers” and materials on Canvas.	
Week 11 – (October 31-November 4)	No	Topics: Sociology/Anthropology/Psychology Read Harman “Disciplines: Sociology/Anthropology/Psychology”	Discussion Board #8 <ul style="list-style-type: none"> • Initial Post – Friday Nov. 4 • Replies, Sunday, Nov. 6 PBA: Draft of Section 2 (Performance completed), Submit draft of commentary by Sunday, November 6
Week 12 – (November 7-11)	Yes	Topic: Assessment Read Harman “Assessment” and other materials on Canvas	PBA: Draft of Section 3 Submit draft by Sunday, November 13
Week 13 – (November 14-18)	No	Topic: Economics and Interdisciplinary Methods Read Harman “Methods: Interdisciplinary” and “Disciplines: Economics”	Discussion Board #9 <ul style="list-style-type: none"> • Initial Post – Friday Nov. 18 • Replies, Sunday, Nov. 20
Fall Break – November 21-25			

Week	In-Person Meeting	Topic/Readings	Due
Week 14 – (November 28-December 2)	Yes	Topic: Simulation, Role-Play, and Dramatization Read Harman “Simulation, Role-Play, Dramatization” and articles on Canvas	PBA: Draft of Section 4 Submit draft by Monday, November 28 Discussion Board #10 <ul style="list-style-type: none"> • Initial Post – Friday Dec. 2 • Replies, Sunday, Dec. 4
Week 15 – (December 5-December 9)	Yes	Topic: Teacher’s Political Views Read Harman “Teacher’s Political Views” and other material on Canvas	Submit log of clinical experience with OSTE signature by Saturday, December 10
Finals Week (December 12-16)	Complete PBA due Wednesday, December 14 Share Professional Portfolio by Thursday, December 15		