

EDUCATION 474
SECONDARY LANGUAGE ARTS/SOCIAL STUDIES METHODS
Fall 2003

Four (4) Credits

Class Meetings: Check UHH Field Experience I Calendar for specifics

Mondays 2:30 p.m. – 5:30 p.m., UCB 314

Wednesdays 1:00 p.m. – 4:00 p.m., UCB 247

Prerequisites: Admission to UHH Teacher Education Program

Instructors:

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Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office - Campus Center Rm 311, 933-0816 (V), 933-3334 (TTY) - as early in the semester as possible.

Education Department Conceptual Framework

The Education faculty has developed a conceptual framework to identify core values, desired outcomes, shared beliefs, and characteristic practices which distinguish our teacher education programs as unique. Simply put, we envision our department's future as the HEART of a learning community of caring, ethical, and creative people. We symbolize our commitment to preparing excellent teachers with the acronym HEART, which represents five critical concepts that define our teacher education programs: **Holistic, Empathic, Artistic, Rigorous, and Transformational.**



Teaching and learning are **HOLISTIC** endeavors.



EMPATHY between self and others is an essential aspect of a pedagogical relationship.



Effective teaching embraces **ARTISTIC** ideals.



Excellence follows a **RIGOROUS** path.



Teachers are change agents capable of **TRANSFORMING** the environments in which they work.

Course Description/Intent

This course is designed to provide learning theory, understanding and utilization of the Hawaii Content and Performance Standards II (HCPS II) in the content areas of Language Arts and Social Studies. An overview of the socio-linguistic literacy processes will be presented. The content of this course will emphasize instructional and assessment strategies in Language Arts and Social Studies content areas. The strategies presented will support the development of meaningful literacy experiences and focus on processes involved in inquiry based learning.

Course Objectives

At the conclusion of this course, students will be able to

- Discuss theory of learning -describe basic constructivist components and provide rationale for process and inquiry approach to learning.
- Demonstrate knowledge of the General Learner Outcomes and Hawaii Content and Performance Standards in Language Arts and Social Studies content areas.
- Develop an understanding of the instructional functions of a teacher in the development of secondary students' language arts and social studies
- Present classroom strategies to promote student's reading and writing skills
- Present classroom strategies to support the development of positive habits and attitudes toward literacy and social studies
- Develop an understanding of the writing process
- Develop an understanding of the elements of social studies curriculum, including social concerns and contemporary concerns
- Present lesson and unit planning strategies for integrating language arts and social studies teaching

Required Course Texts:

Language Arts

- 1) Atwell, N. (1998). *In the Middle*. Heinemann
- 2) Burke, J. (2003). *The English Teacher's Companion*. Heinemann

Social Studies

- 1) Chapin, J. (2003). *A practical guide to middle and secondary social studies*. Allyn and Bacon.

Optional Texts:

Moore (2000). *Struggling Adolescent Readers*

Hill, B. (1995). *Literature Circles and Response* Christopher Gordon.

Selected articles from Language Arts, The Reading Teacher, and other journals and periodicals.

COURSE PROJECTS AND LEARNING EXPERIENCES:

1. Participation and Attendance

Students are expected to attend class regularly and actively participate in class discussions, written responses, and class activities. Your attendance at each session is extremely important. If you must miss a class session due to illness or emergency, leave a message for the instructors in advance at the office. Please contact a class member for the information/assignments missed and make sure that you are fully prepared for the next class meeting. Your absence or excessive tardiness/leaving early will affect your grade for the course.

2. Learning Log/Weekly Assignments

The purpose of the Learning Log is for you to reflect on a regular basis about what you are reading and learning. The purpose of the learning log is **to reflect** on the ideas, questions and connections that you are making. Assigned topics may be given.

Your understandings, questions, and connections may come from:

- 1) reflections or ideas on class sessions and discussions
- 2) reading of professional articles
- 3) classroom teaching experiences
- 4) professional meetings, workshops, or in-services
- 5) discussions with other colleagues

3. Resource Sharing

Each class member will be expected to share one literature book and one website over the course of the semester. The sharing will be short (5 minute) presentations at the beginning of the class sessions. Students are expected to turn in written descriptions of the books in addition to the oral presentation.

Book sharing to include:

- 1) A brief summary of the book
- 2) Personal comment: What made the book appealing/not appealing to you?
- 3) HCPS II social studies standard targeted
- 4) Potential issues or social studies topics the book addresses

Website sharing to include:

- 1) Website name and URL
- 2) Brief description/summary
- 3) Personal comment: Why did you select this website to share? (What does it offer us in terms of the language arts or social studies?)

4. Writing Assessment and Intervention

- a. Writing Assessment and Intervention – Collect a sample of one of your student’s writing. Use a writing rubric to score/analyze the piece. Based on your analysis, describe a particular instructional intervention for that student.

5. Lesson Plans

Lesson components:

- 1) *Lesson title*
- 2) *Lesson Rationale*
- 3) *Graphic Organizer*
- 4) *HCPS Benchmarks*
- 5) *Assessment*
- 6) *Learning Activities (Introduction, development, focused engagement, closure)*

Each of the lesson components will be discussed in class.

Students will submit a total of three (3) lesson plans focusing on their content area. Lesson plans may be used as part of the Unit Plan.

For English TC's - Language Arts lesson plan requirements:

- 1) At least one lesson to focus on a reading standard, the one lesson plan to focus on a writing standard.

6. UNIT PLAN and UNIT BLUEPRINT

To include:

- 1) Descriptive Data
 - 2) HCPS
 - 3) Topic/Theme
 - 4) Rationale
 - 5) Formative Assessments
 - 6) Summative Assessments
 - 7) Concept Map
 - 8) Overview of Lessons Chart
 - 9) Individual Lessons (**for UNIT PLAN ONLY**)
- **Student work or evidence of student learning must accompany at least one (1) lesson in the Unit Plan. The student work should indicate how students have not met, met, or exceed a particular HCPS standard. Student work will be submitted on December 1 at FE Reflection Workshop.**

Evaluation

1) Attendance and Participation	20 points
2) Assignments	50 points total
- Learning Logs	20 pts.
- Book Sharing	10 pts.
- Website Sharing	10 pts.
- Writing & Intervention	10 pts.
3) Lesson Plans	90 points total
Language Arts or Social Studies	
Lesson #1	30 pts.
Lesson #2	30 pts.
Lesson #3	30 pts.
4) Unit Plan	105 points
5) Unit Blueprint	75 points

All assignments are due at the beginning of the period on the dates indicated, even if you are absent. In recognition that unforeseen problems may occur, each student will be allowed 1 late assignment (no more than 1 week late) without penalty. All other assignments turned in late will be lowered one full grade equivalent. No assignment will be accepted more than seven days after it is due.

While students are encouraged to collaborate with each other, and to integrate knowledge from other courses, they are expected to follow the UHH Student Code of Conduct. In particular, students must give credit to their sources and assignments completed for one course may not be used for credit in any other courses without the instructor's approval. Penalties may range from grade sanctions to expulsion from the Teacher Education Program at the University.

Incompletes will not be given, except for reasons approved by the UHH catalog.

The letter grade that you will receive at the end of the term will reflect an overall assessment of your performance in this course. Therefore, all assignments will be evaluated on the following percentages and grades will be calculated according to the following table:

95-100	"A"	Exceeds the requirements and demonstrated performance which is far above average
90-94.99	"A-"	
88-89.99	"B+"	
82-87.99	"B"	Exceeds the requirements and demonstrated above average work
80-81.99	"B-"	
78-79.99	"C+"	.
72-77.99	"C"	Satisfactorily complete each assignment, minimally meeting the course requirements
70-71.99	"C-"	
60-69.99	"D"	Failed to meet the criteria of the assignment or did not meet them at a satisfactory level.

Tentative Schedule: Education 474, Fall 2003

Class Day	DATE	TENTATIVE TOPIC	ASSIGNMENTS DUE
	August 26, 27, 28, 29	FE Classroom	
1	September 3	<ul style="list-style-type: none"> • Course Expectations • Literacy/SS Timeline • Artifact Sharing • Constructivism 	<ul style="list-style-type: none"> • Bring Artifact for sharing
	September 8, 9, 10, 11	Simulation Workshop (Cohort)	
2 (P&M)	September 15	<ul style="list-style-type: none"> • Debrief Workshop • HCPS Overview – Curriculum Framework • Cubology 	UNIT PLAN TOPIC DUE
3	September 17	<ul style="list-style-type: none"> • HCPS II LA Overview • Review/reintroduce unit planning • Lesson Planning • Range 	Learning Log Entry #1 Due (Cubology)
4 (P&M)	September 22	<ul style="list-style-type: none"> • Backwards Mapping • Culminating Activity • Incorporating Technology 	Lesson Plan #1 DUE
5	September 24	<ul style="list-style-type: none"> • Conventions and Skills <ul style="list-style-type: none"> - Vocabulary Instruction - Grammar 	Learning Log Entry #2 Due
6 (P&M)	September 29	<ul style="list-style-type: none"> • Demonstration of Toolkit • Overview of Social Studies Scope and Sequence • Workshop time 	Lesson Plan #2 Due
7	October 1	<ul style="list-style-type: none"> • Comprehension Processes <ul style="list-style-type: none"> - Text Solving Strategies, - Comprehension Strategies 	Learning Log Entry #3 Due
8 (P&M)	October 6	<ul style="list-style-type: none"> • Instructional Strategies • Workshop time 	Lesson Plan #3 Due
9	October 8	<ul style="list-style-type: none"> • Response • Symbolic Representational Interview 	Learning Log Entry #4 Due
10 (P&M)	October 13	<ul style="list-style-type: none"> • Social Studies Content/Literature Workshop 	DRAFT UNIT PLAN DUE
11	October 15	<ul style="list-style-type: none"> • Process Writing • Rhetoric 	Learning Log Entry #5 Due
12 (P&M)	October 20	<ul style="list-style-type: none"> • Social Studies Content/Literature Workshop 	DRAFT UNIT BLUEPRINT DUE
13	October 22	<ul style="list-style-type: none"> • Writing Assessment and Instruction <ul style="list-style-type: none"> - Six Traits Writing Rubric - HCPS Rubric 	Writing Assessment & Intervention DUE
	December 1	FE Reflection (Cohort)	* Bring Student work from FE
14	December 3	<ul style="list-style-type: none"> • Unit Plans and Revisions • Conferencing/check-up 	
	December 8	Field Trip (Cohort)	

15	December 10	Presentation of Units (One favorite lesson from Unit)	UNIT BLUEPRINT DUE
	December 11	Semester Closure	
	DECEMBER 15		FINAL UNIT PLAN DUE