Teaching and Learning in Social Studies

TLL 2872

Dr. Leigh Tanner

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Office Hours: By Appointment



**Course Description**

The purpose of this course is to introduce students to critical pedagogical practices that are essential for effective social studies instruction. To enhance the development of praxis a practice-based approach is utilized. Through this approach, students enhance their knowledge of praxis by learning about and implementing important critical pedagogical practices, or High Leverage Teaching Practices (HLTPs), that every social studies teacher needs to know to provide equitable instruction for all students. These High Leverage Teaching Practices in Social Studies address the School of Education's Program Pillars:

Teacher Education Program Pillars

* Centering care and relationality in teaching and learning
* Seeking to unsettle and remake unjust systems, structures, practices, and norms
* Inviting and honoring diverse ways of knowing

High Leverage Teaching Practices in Social Studies

Social/Emotional and Behavioral Support

• Establish a consistent, organized, and respectful learning environment

• Teach social behaviors

Instruction

• Use strategies to promote active student engagement

• Adapt curriculum tasks and materials for specific learning goals

• Provide positive and constructive feedback to guide students’ learning and behavior

Assessment

• Use multiple sources of information to develop a comprehensive understanding of a student’s strengths and needs

• Use student assessment, analyze instructional practices, and make necessary adjustments that improve student outcomes

Collaboration

* Collaborate with professionals to increase student success

**Learning Objectives:**

1. Examine and use the theory of multiple intelligences.
2. Develop a working knowledge of the NCSS and PA Standards
3. Develop an understanding of the connection between lesson goals, activities, and assessments and how to use assessment results to plan future lessons.
4. Learn to apply strategies designed to support reading in the social studies.
5. Learn to utilize primary sources in social studies instruction.
6. Develop the ability to differentiate instruction to meet student needs.
7. Develop knowledge of the problem-solving, inquiry, and critical thinking skills students need to develop in order to become effective citizens.
8. Create standards-based lesson plans using a variety of instructional strategies.
9. Develop the ability to integrate technology into social studies instruction.
10. Practice the teaching skills and instructional strategies necessary for effective social studies instruction.

**Core Texts:**

* Bower, B., Lobdell, J., & Owens, S. (2010). *Bring learning alive! The TCI approach for middle and high school social studies*. Palo Alto, CA: Teachers' Curriculum Institute. ISBN: 978-1583711132
* Wiggins, G., & McTighe, J. (2005) Understanding by design (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development ASCD
* Readings from NCSS Journals: Theory and Research in Social Education and Social Education.

**Major Assignments:**

Use Strategies for Differentiating Content, Process and Product

Use the Principles of Content Literacy to deconstruct primary sources

Plan and implement an engaging Performance Based Assessment

Co-plan, implement and reflect on a Visual Discovery Lesson

Co-plan, implement and reflect on a Writing for Understanding Lesson

Co-plan, implement and reflect on a Problem Solving Groupwork Lesson

Incorporate various websites and technologies appropriate for instruction and assessment.

**Week by Week Sketch (14 weeks)**

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| --- | --- | --- |
| *Week* | *Focus* | *Possible readings and activities* |
| **Framing Question?** Who are we? Why are we here?  How can we collaborate with other professionals to create a community of practice that will increase student success? What are high leverage teaching practices and how are these practices critical pedagogies? | | |
| Week 1 | **Building a community of practice:** Who are we? Why are we here? What is your Image of an effective social studies classroom and teacher? From where did you derive this image ?  **What are high leverage practices and why are they critical pedagogies?** | Video and Socrative survey  Overview of HLTPs and features of critical pedagogy  https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/ |
|
| * **Framing Question?** How do we center care and relationality in teaching and learning, establish a consistent, organized, and respectful learning environment, and invite and honor diverse ways of knowing? What can we do to adapt curriculum tasks and materials for specific learning goals? | | |
| Weeks 2-4 | Creating a positive classroom environment  Goals and Objectives in Social Studies  Content Literacy  Critical Thinking Skills  Differentiating Instruction | Bower, B., Lobdell, J., & Owens, S. *Bring learning alive! The TCI approach for middle and high school social studies*. |
| **Framing Question?** How do we provide positive and constructive feedback to guide students’ learning and behavior and remake unjust systems, structures, practices, and norms? How can we use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs? | | |
| Week 5 | Assessment in Social Studies: Formative, Summative and Performance Based Assessments | Wiggins and McTighe Understanding by Design |

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| --- | --- | --- |
| **Framing Question?** What strategies can we use to promote active student engagement? How can we use student assessments to analyze instructional practices and make necessary adjustments that improve student outcomes? | | |
| Weeks 6-14 | Visual Discovery  Writing for Understanding  Problem Solving Groupwork  Incorporating Effective & Engaging Technology  Experiential Learning | Bower, B., Lobdell, J., & Owens, S. Bring learning alive! |

**Grading scale**

94-100% =A

90-93 =A-

87-89% = B+

83-86%= B

80-82% = B-

74-79% = C

69-73% =D

**Evaluation**

Participation 100 Points

10 Sets of Response ?’s (10 ea.) 100 Points

3 Lesson Presentations (40 ea.) 120 Points

3 Presentation Reflections (10 ea.) 30 Points

1 Enhanced PowerPoint 30 Points

Google Jamboard 10 Points

**TOTAL 390 Points**

**Attendance** (based on a **390**-point total for the class)

The teacher education faculty at the University of Pittsburgh view our courses as communities of practice. This means that we gather for collective critical inquiry and reflection that is focused on building shared knowledge over time. To be an active member of our community of practice, it is important to attend face to face courses prepared to engage with the course instructor, course colleagues, and course materials. While we believe course attendance adds value to the community of practice, we also know there may be times when students must miss class to attend to other needs. In these cases, you are allowed **two** absences during the semester. Each additional absence will result in a 20-point loss to the final grade (the standard 5% deduction from total points for the class). Arriving to class late and leaving early will count as absences. Please remember, absences should be reserved for illness or unavoidable personal conflicts.

\*Due to the fact that this class is only 1 hour and 15 minute long, we will NOT be taking a break during class. You are expected to be present and participate during the entire class time, so please attend to bathroom and food/drink needs before class begins. Having students constantly coming and going during class can be disruptive.

# Participation

You are expected to participate appropriately in all class activities. In order to do so, you will each need to bring a laptop to use during each class as many of the class activities are not designed for “sharing” or “looking on” to someone else’s laptop.

Please notify your instructor by NOON of the day you will not be in attendance so that I have time to rearrange the members of any groups I have organized for the class that day.

**Assignments**

* All assignments are due by NOON of the due date. Assignments turned in after that time will be considered for half credit only.
* All work should be typed and adhere to Standard English conventions.

**Cell Phones/Laptops**

Out of courtesy please refrain from surfing the net, checking email, texting, and completing assignments for this and/or other classes as this distracts you, others, and is both highly disrespectful and unprofessional. Failure to use follow these guidelines will affect your class participation grade.

## School of Education Mission & Vision Statement

“We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.”

## Academic Integrity

Students in this course will be expected to comply with the [University of Pittsburgh’s Policy on Academic Integrity](http://www.cfo.pitt.edu/policies/policy/02/02-03-02.html). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](http://pitt.libguides.com/academicintegrity/)  for an overview of the topic. For hands-on practice, complete the [Understanding and Avoiding Plagiarism tutorial](http://pitt.libguides.com/academicintegrity/plagiarism).

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| **WEEK** | **DATES** | **TOPIC** |
| 1 | 8/28 & 8/30 | Social Studies Instruction: Goals and Objectives |
| 2 | 9/6 | Anticipatory Set, Closure, Questioning and Processing |
| 3 | 9/11 & 9/13 | Content Literacy and Classroom Management |
| 4 | 9/18 & 9/20 | Critical Thinking Skills  Differentiating Instruction |
| 5 | 9/25 & 9/27 | Assessment in Social Studies |
| 6 | 10/2 & 10/4 | Lesson 1 Planning Session - Instructional Strategy: Visual Discovery |
| 7 | 10/9 & 10/11 | Lesson 1 Teaching Episodes (4 groups) |
| 8 | 10/16 & 10/18 | Lesson 1 Teaching Episodes (2 groups)  Integrating Technology |
| 9 | 10/23 & 10/25 | Lesson 2 Planning Session - Instructional Strategy: Writing for Understanding |
| 10 | 10/30 & 11/1 | Lesson 2 Teaching Episodes (4 groups) |
| 11 | 11/6 & 11/8 | Lesson 2 Teaching Episodes (2 groups)  Instructional Strategy: Using Music to Engage Students in the Content |
| 12 | 11/13 & 11/15 | Lesson 3 Planning Session - Instructional Strategy: Problem Solving Groupwork |
|  | 11/19 - 11/26 | **THANKSGIVING RECESS** |
| 13 | 11/27 & 11/29 | Lesson 3 Teaching Episodes (4 groups) |
| 14 | 12/4 & 12/6 | Lesson 3 Teaching Episodes (2 groups)  Instructional Strategy: Experiential Learning |
| 15 | 12/11 & 12/13 | TBD |

**TEACHING & LEARNING 2**

**Course Overview**

## Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

## Disability Services and Accommodations

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](https://www.studentaffairs.pitt.edu/drs/) (DRS), 140 William Pitt Union, (412)

648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Please get in touch with me if you need resources or accommodations to successfully complete this course. You may also benefit from campus-wide support, information, and/or services at the link above. I try to offer a range of choices and modes of participation so that individual students can shape their learning experience according to their needs and abilities. If you can imagine options I have not offered, please suggest them. Your contributions will help other students experience a wider range of teaching and learning experiences.

**Pitt guidelines on class attendance and observance of religious holidays**

“The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all

belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me (your course coordinator/s) within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.” *From Faculty Assembly, December 2020*

* Please notify instructor in advance of any anticipated absences related to the guidelines.

## Pitt and Community Assistance Resources

No student should be excluded from full participation in this course based upon financial limitations. Many students in the university academic community do experience hardship and there are resources for assistance available. The University Library System has developed a guide to connect students to places where they can get assistance, including Pitt Pantry, emergency student loans, and assistance with book purchases. Local and regional organizations are also listed here: [https://pitt.libguides.com/assistanceresources (Links to an external site.)](https://pitt.libguides.com/assistanceresources). Any student who has difficulty accessing sufficient food or lacks a safe and stable place to live is urged to contact Student Support Services (208-B Thackeray Hall, 412-624-6588 or sss@as.pitt.edu) to learn about support and advising services available.

If you are comfortable, please talk with me, and I can support you in finding the resources you need.

## Equity, Diversity, and Inclusion

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University’s Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University’s mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](https://www.diversity.pitt.edu/civil-rights-title-ix-compliance).

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or emailing. [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu). Reports can also be [filed online](https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/report-form). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University’s Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

## Gender Inclusive Language Statement

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women’s experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal

descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.