ED 5580: Teaching of Middle and Secondary School Social Studies

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites:
ED 5110 - Educational Psychology
Corequisites: None
MnTC Goals: None

Objectives, activities, methods, and materials in teaching social studies in grades 5-12. A total of 25 hours of field experience in a middle or secondary social studies classroom is required. Prerequisite(s): ED 5110.

B. COURSE EFFECTIVE DATES: 12/15/2023 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. consider the nature of the social science disciplines, including history, sociology, anthropology, geography, economics, and political science (civics), and clarify what it means to adapt these disciplines for pedagogical purposes.
2. develop curriculum plans and instructional strategies for 'doing' the social sciences at the middle and secondary level, with an eye toward student engagement.
3. explore multidisciplinary and interdisciplinary curriculum and instruction in the social studies and beyond.
4. analyze and evaluate the voluntary national standards, as well as the prescribed state standards, based upon criteria that are important to a multicultural, democratic society.
5. consider various resources and materials for teaching social studies, as well as avenues to access them (e.g., instructional technology) and consider the role of new media in social studies education, especially with an eye toward preparing students to teach in an increasingly interconnected and culturally diverse world.
6. enhance awareness regarding issues of diversity (race, ethnicity, class, gender, sexual orientation, language, ability) in the social studies classroom.
7. apply national and state social studies standards in the creation of student learner outcomes that reflect significant social studies concepts and skills.
8. create measurable learner outcomes that demonstrate an understanding of Benjamin Bloom' taxonomy of cognitive skills.
9. create unit plans that demonstrate an understanding of Grant Wiggins and Jay McTighe's backward design process.
10. evaluate and refine his/her philosophy of education in four key areas: curriculum, instruction, assessment, and the classroom community.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None
F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted