Teacher Education Themes

Programs in Teacher Education at BC have five unifying themes. Although no single course addresses all five themes in depth and every course has goals and objectives beyond these, each course is in keeping with the themes and addresses some of the five.

Promoting social justice: At BC, we see teaching as an activity with political dimensions, and we see all educators as responsible for challenging inequities in the social order and working with others to establish a more just society.

Constructing knowledge: At BC, we regard all teachers and students as active agents in their own learning, who draw on prior knowledge and experience to construct new knowledge in interaction with texts, materials, and other learners.

Inquiry into practice: At BC, the curriculum is intended to bridge the gap between research and practice by fostering critical reflection and by treating classrooms and schools as sites for teacher research and other forms of practitioner inquiry.

Accommodating diversity: At BC, we believe that one of central challenges of teaching is meeting the needs of all learners, especially as the school population becomes more diverse in race, culture, ethnicity, language background, and ability/disability.

Collaborating with others: At BC, prospective teachers are encouraged to collaborate with each of the stakeholders in the educational process (other teachers, administrators, human services professionals, parents, community members) and with fellow students and professors.

Course Overview

This course will provide prospective elementary school teachers with opportunities to:

1. Select and integrate knowledge from the social studies and the arts to design lessons (individual and unit) appropriate for elementary school classes and for varied school populations.
2. Develop a variety of instructional approaches (e.g., lecturing, Socratic seminars, text analysis, cooperative learning, etc.) appropriate for different grade levels.
3. Demonstrate proficiency in the use of higher order questions in the teaching of the social studies.
4. Develop lesson plans aimed at engaging students in a variety of learning activities through the use of multiple media. In addition, these lesson plans should encourage active student participation in their own learning by planning for
student input in such forms as discussions, debates, interviewing, and role playing as well as employing various representations of the arts in doing so.

(5) Learn how to learn from students.

(6) Develop a personal philosophy about social studies and the arts that includes your views on pedagogy, curriculum, and assessment.

(7) Learn how to have fun in the classroom . . . and still make it educational.

Students are encouraged to meet with me during my office hours individually or in groups. This will be a time to discuss course matters in greater depth, raise questions or concerns you may have with the course, or get feedback on work you have done. If my office hours are not convenient, we can set a time outside those hours to meet.

**Two final notes:** (1) If any student has a condition that may influence her/his performance in this course, please feel free to make this information known to me (if you are comfortable doing so). All disclosures will be kept confidential. (2) In the event of inclement weather, I will decide whether to hold class by 6:30 a.m. that day. You can call me at that time to find out what has been decided.

**Course Readings**


Massachusetts Department of Education. (1999). Massachusetts History and Social Studies Curriculum Framework. [http://www.doe.mass.edu/frameworks/history/archive/hist97/hissoc1_toc.html](http://www.doe.mass.edu/frameworks/history/archive/hist97/hissoc1_toc.html)


Association for Experiential Education. (n.d.) AEE Definition of Experiential Education.


**Course Requirements**

(1) **Class participation/Tickets (15%)**: This includes class attendance as well as being an active and substantive contributor to class. Class attendance is mandatory. During class students are expected to pose questions as well as answer questions. Moreover, the quality of participation is important. While students are encouraged to share ideas and opinions in class, not all contributions will be equally valued. Contributions that connect to course readings, that relate to previous topics discussed in the course, and that are tied to specific and relevant experiences are encouraged and valued more than random statements with limited and tentative connections to course topics and materials. For each class each student’s participation will be evaluated on a four-point scale, from “excellent” (4) to “poor” (1).
(2) Quizzes (10%): There will be occasional, unannounced quizzes based on the day’s reading.
(3) Social Action Assignment (5%)
(4) Two Lesson Plans (15%; due 2/20 & 3/20)
(5) Mini Integrated Lesson (10%): Once in the course of the semester students will work in pairs to teach a mini lesson (30 minutes) that integrates social studies and the arts. Students will also submit a copy of their lesson plan to me and the rest of the class (following the guidelines presented in the course) and do a self-evaluation of the lesson. I will be glad to assist students in developing these lessons.
(6) Preprac Teaching Self-Evaluation (5%; due 3/27): At least once in the course of the semester (and before 3/27) every student will teach a lesson at their preprac site. They will then do a self-evaluation of that lesson based on guidelines I provide.
(6) Learning from Students Assignment (10%; due 4/8)
(7) Social Studies Unit Plan (30%; due 5/6)

COURSE CALENDAR, OUTLINE OF TOPICS, & ASSIGNMENTS

January 14: Overview and introduction to course
Organizational meeting: Review syllabus, assignments, and course requirements; Lynch School of Education philosophy reviewed.

January 16: The social studies

January 23: The social studies (cont.)
Reading: Massachusetts History and Social Studies Curriculum Framework. (For the “Learning Standards and Examples” section, you need only read the sections entitled, “PreK- 4…”).
http://www.doe.mass.edu/frameworks/history/archive/hist97/hissoc1_toc.html
Ticket: A description of your social action assignment is due.

January 28: The arts
Reading: Goldberg, pp. 8-12, 18-25.

January 30: The arts (cont.)
Reading: Massachusetts Arts Curriculum Framework. (Not all pages are included; for the “Learning Standard” sections, you need only read the sections entitled, “By the end of Grade 4…”).

February 4: Instructional strategies
February 6: Instructional strategies (cont.)

February 11: Planning instruction
   *Ticket: Facts, Concepts, and Generalizations*
   List three facts, three concepts, and three generalizations (or theses) from three different social studies fields. So you get a sense for what it might take to develop a lesson around these ideas, your facts, concepts, and generalizations should be somewhat related to one another. For example, an historical fact relevant to a unit on the Depression would be: “The Stock Market crashed on October 29, 1929.” A related concept could be “buying on margin” or “priming the pump.” And a generalization could be, “The impact of the Depression greatly changed the role of the federal government in the US.”

February 13: Planning instruction (cont.)
   *Reading:* Chapin & Messick, pp. 49-65; Murray & McQuillan, Lesson Plan Guidelines.

February 18: Assessment

February 20: Assessment and the arts
   *Reading:* Goldberg, Chapter 9.
   *Lesson Plan #1:* Develop a social studies lesson plan (using the guidelines from 2/13) that incorporates State standards.

February 25: Integrating social studies & the arts
   *Reading:* Goldberg, Chapter 5.

February 27: Backward Design

March 4-8: Spring Break

March 11: Socratic seminars
   *Reading:* Laws, An Introduction to Socratic Seminars.

March 13: Experiential education
   *Reading:* Association for Experiential Education, AEE Definition of Experiential Education; Richardson, Adventures in Learning.
March 18: Experiential learning at the Lincoln School
  Reading: None.
  Class will meet at the Lincoln School in Brookline.

March 20: Citizenship education
  Reading: Chapin & Messick, Chapter 7.
  Lesson Plan #2: Develop a lesson plan that is experiential or a Socratic seminar and which integrates social studies and the arts.

March 25: Multiple intelligences
  Reading: Armstrong, MI and Curriculum Development.

March 27: Multiple intelligences (cont’d)
  Reading: Armstrong, MI and Teaching Strategies.
  Preprac teaching self-evaluation due.

April 3: No class

April 8: Students
  Reading: None.
  Learning from Students assignment due.

April 10: Reflection
  Reading: None.

April 17: Reasoning with texts
  Reading: United States and Its Neighbors, Plymouth Colony pp. 205-210; From Sea to Shining Sea, Help from the Wampanoag, pp. 118-119; Dorris, Why I’m Not Thankful for Thanksgiving.

April 22: Diversity
  Reading: Chapin & Messick, Chapter 8; Goldberg, p. 18 [?]

April 24: Collaborative art projects
  Reading: Goldberg, Chapter 11.

April 29: Final class meeting
  Reading: None.
  Social action assignment due.

May 6: Final unit plan due.