A. Catalog Entry

EDUC 440: Teaching Grades 6-12
Prerequisites: EDUC 320, HUMD 300 and admission into Teacher Education
Co-requisites: EDUC 441, EDRD 416, EDET 445, and EDSP 404
Credit Hours: 3

Brief Description of Course:
This course will introduce pre-service teachers to the requisite knowledge and skills for teaching social studies, mathematics or English in grades 6-12. This course is taught in conjunction with a field experience in grades 6-12 (EDUC 441).

B. Detailed Description of Course

1. Overview of Curricular Issues
   a. Organization of K-12 curriculum
   b. NCSS, NCTM and NCTE themes and test practice
   c. Virginia Standards of Learning (SOLs)

2. Overview of the Learners
   a. Concept of teaching adolescents
   b. Philosophy of teaching adolescents
   c. Characteristics of the adolescent learner
   d. Diverse learners-cultural, ethnic and special needs
   e. Differences in learning styles

3. Introduction to Basic Instructional Planning
   a. Developmentally appropriate.
   b. Long term and short term planning goals.
   c. Matching learning styles to teaching methods.
   d. Writing lesson plans that provide for different learning styles.
   e. Delivering effective instruction for different learning styles.
   f. Writing lesson plans incorporating NCSS, NCTM or NCTE themes.
   g. Role of assessment and evaluation.

4. Implementation of Instruction
   a. Selecting teaching strategies appropriate to the understanding of the content
   b. Relating teaching strategies to learning styles
   c. Handling special aspects in
      1. Social studies (e.g., controversial issues)
      2. Mathematics
      3. English
   d. Appropriate uses of technology in secondary classrooms.
   e. Classroom management, organization, and discipline.

C. Detailed Description of Conduct of Course
EDUC 440 is taught primarily through discussion, case studies, practical applications, writing activities and readings. Additionally, it is taught in conjunction with an internship in an adolescent level environment. Students will be working with their supervising professor to develop lesson plans specific to their internship assignment, discussing issues related to their content area, and exploring issues which might arise while student teaching. They will examine the theories and research relevant to teaching in grades 6-12.

D. The goals and assessments for this course address:

**National Council for Accreditation of Teacher Education Standards**
- 1b Pedagogical Content Knowledge and Skills for Teacher Candidates
- 1c Professional and Pedagogical Knowledge and Skills for Teacher Candidates
- 1d Student Learning for Teacher Candidates
- 1g Professional Dispositions for All Candidates

**National Council for the Social Studies Pedagogical Standards 1-9 (NCSS)**

**National Council of Teachers of English (NCTE)**

**National Council of Teachers of Mathematics 6,7,8 (NCTM)**

**Virginia Department of Education – Program Standards (8VAC 20-542-)**
- 1. (330) History and Social Science Endorsement Competencies 3a, 3f, 4a, 4d, 5 (VDOE-SS)
- 2. (280) Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of English 1, 5, 6 (VDOE-English)
- 3. (370) Mathematics Endorsement Competencies 1, 4, 5, 7-11 (VDOE-Math)

**Virginia Department of Education - Professional Studies 1, 2, 3 (VDOE-PS)**

Having successfully completed this course, the student will with guidance and direction from university supervisor:

**Non-subject specific objectives**
- Understand in theory how to respond appropriately to the developmental stages of diverse students in grades 6-12.
  - NCATE 1c; NCSS-1, 4, 5, 6, 8; NCTE 1.0, 4,4; VDOE-SS-3; VDOE-PS-2, 3; VDOE-Math 11

- Plan and develop diverse lessons, which reflect Virginia Standards of Learning and national standards, using methods tailored to promote student academic progress and use of effective preparation resources.
  - NCATE 1b, 1c; NCSS-p-2, 3, 4, 5, 6; VDOE-SS-3c, d, e, f; 4-a,b,c,d; VDOE-PS-2; NCSS Interdisciplinary Themes; NCTE 1.0, 4.2, 4.3, 4.4, 4.5; VDOE-Math 1
Select and evaluate materials and resources and utilize appropriate technology in the planning of lessons appropriate to all students including English language learners and exceptional students including students with disabling conditions.

- NCATE 1b, 1c; NCSS-p-1,3,4,5,6,8; NCTE 1.0, 4.1, 4.6; VDOE-SS-3c,d,e,f; 4a,b,c,d; VDOE-PS-2; VDOE-Math 8, 9; NCTM 6

Design performance assessment strategies that evaluate pupil performance.

- NCATE 1c; NCSS-p-3,4,5,6,7; NCTE 4.10; VDOE-SS-3e; 4a,c; VDOE-PS-2; VDOE-Math 10

Understand the significance of the study of:

- the various social sciences VDOE-SS-4c
- major curriculum studies and trends in mathematics VDOE-Math 7

Demonstrate an understanding of the relationship among assessment, instruction, and monitoring student progress.

- NCATE 1c; NCSS-p-3,4,5,6,7; NCTE 4.10; VDOE-SS-3e; 4a,c; VDOE-PS-2

Utilize information on how adolescents construct knowledge.

- NCATE – 1b, 1c; NCSS-p-1,2,3,4,5,6; NCTE 1.0; VDOE-SS-3c,d,e; 4a,b,c,d; VDOE-PS-2,3

Make informed decisions regarding membership in professional organizations.

- NCATE – 1-9; NCSS-p-9; NCTE 2.3; VDOE-Eng. 6;

Objectives specific to English Education Program:

Explain the rationale for and the history of teaching reading.

- NCATE – 1b, 1c; NCTE 3.2, 3. 3; IRA -- 1.5, 2.10. 2.13, 5.6; VDOE – PS—5; VDOE—English—5

Clarify the responsibility of the classroom teacher to facilitate reading

- NCATE – 1b, 1c; NCTE 3.1, 3.2, 3. 3; IRA --5.1, 5.6; VDOE – PS—5; VDOE—English—5

Utilize the IRA/NCTE standards for the English Language Arts in developing instruction for teaching literacy.

- NCATE 1b, 1c;

Plan, construct, and evaluate activities incorporating reading and study strategies for use in the content areas

- NCATE – 1b; NCTE 3.1, 3.2, 3. 3; IRA 5.4, 5.6; VDOE – PS—5; VDOE—English—5
o Locate and apply pertinent theory, research, and best practice in developing instruction in teaching reading
  - NCATE – 1b, 1c; NCTE 3.1, 3.2, 3. 3; IRA Competencies: 2.11, 11.5, 14.1; VDOE – PS—2, 5; VDOE—English—5

o Develop informal and formal literacy assessment devices for use in the English classroom
  - NCATE 1c; NCTE 4.10; IRA 10.1, 10.2; VDOE – PS—4, 5; VDOE—English—5

**Objectives specific to Mathematics Education program**

o Understanding of the connections among mathematical concepts and procedures and their practical applications
  - VDOE-Math 4

o Understanding of and the ability to use the five processes – becoming mathematical problem solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and using mathematical representations – at different levels of complexity
  - VDOE-Math 5

**Objectives specific to Social Studies Education program**

o Understanding the connection between the ten NCSS themes and their practical applications in teaching.
  - NCSS 3A, 4A.
  - VDOE-History and Social Sciences 1a, b, c, d; 2 a – j; 3

o Be able to explain and interpret for students major historical, political, geographic and economic concepts which impact society.
  - NCSS 3A, 4A, 4D
  - VDOE-History and Social Sciences 3 1 – f; 4 a - d

o Plan, construct and evaluate student centered lessons using NCSS themes.
  - NCSS 3F, 4A, 5
  - VDOE-History and Social Sciences 2a-j; 3a-f; 4a-d

**E. Assessment Measures**

- Papers: Students will write short papers examining and exploring issues in teaching and evaluating their early field experience.
- NCATE Performance Assessment Lesson Plans: Students will develop and evaluate lessons incorporating appropriate content themes.
- Other types of activities appropriate to the specific content areas.
- Peer Teaching
- Professional disposition form.

**F. Other Course Information**

None