

Content Guidelines/Standards Matrix

College/University: University of Detroit Mercy

Code: CC

Source of Guidelines/Standards: Michigan State Board of Education, December 2001

Program/Subject Area: History

Note:
Michigan Test for Teacher Certification will assess teacher candidate content knowledge in History. The single discipline Michigan Test for Teacher Certification in history will cover knowledge of History (60%); basic information in Economics, Geography, and Political Science (20%); and skills using information processing, inquiry, and issue analysis (20%).

Directions: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

| # | STANDARD/GUIDELINE | COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARDS |
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| 1.0 | <p>Standard 1: Have Content Area Knowledge</p> <p>The program will provide candidates with a minor (20 semester hour minimum) or a major (30 semester hour minimum) providing in-depth knowledge of the content specified in Michigan Curriculum Framework standards for history.</p> | |
| | <p>Taking into account the educational needs of students, the teacher candidate is able to:</p> | |

| # | STANDARD/GUIDELINE | COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARDS |
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| 1.1 | describe the major eras within United States history to 1877 and key events within those eras in order to examine relationships and to explain cause and effect; | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: Chronology provides the skeleton for all that is done in History. History does not stand without chronology, and this idea is emphasized in all History courses. History instructors emphasize the idea that what makes History more than just chronology is its focus on causes and consequences of events. History instructors place emphasis on the use of primary sources as historical evidence and help students see the influence of many factors on the creation of a narrative in its own time, and on its interpretation in other times. HIS 250 US to 1877 specifically explicates key events from these eras and examines relationships to explain causes and effects of major US events from the colonial period through post Civil War. Students have access to Black Abolitionist Archives, operated by the department, which is one of many unique, hands-on training resources used to help students understand these historical concepts. Teacher candidates learn to apply their knowledge and skills in EDU 442 Methods and Materials of Instruction for Social Studies in Elementary Schools and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in these skills is displayed in documents and performances from History and Education courses. History and Education instructors model history teaching techniques that require students to examine relationships and to explain cause and effect.</p> |
| 1.2 | describe the major eras within United States history since 1877 and key events within those eras in order to examine relationships and to explain cause and effect; | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: Chronology provides the skeleton for all that is done in History. History does not stand without chronology, and this idea is emphasized in all History courses. History instructors emphasize the idea that what makes History more than just chronology is its focus on causes and consequences of events. History instructors place emphasis on the use of primary sources as historical evidence and help students see the influence of many factors on the creation of a narrative in its own time, and on its interpretation in other times. HIS 251 US Since 1877 explicates key events from the post Civil War Era to the present. Through reading, lectures, discussions, simulations, historical documents, and a variety of writing assignments, students learn about relationships and causes and effects of key American events. 300 and 400 level courses such as HIS 316 History of American Women and HIS 450 Reforms and Utopias in 19th Century America deepen students understanding of these concepts. Teacher candidates learn to apply their knowledge and skills in EDU 442 Methods and Materials of Instruction for Social Studies in Elementary Schools and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in these skills is displayed in documents and performances from History and Education courses. History and</p> |

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| | | Education instructors model teaching techniques that help candidates learn how to teach K-12 students to examine relationships and how to explain cause and effect from a historical perspective. |
| 1.3 | describe the major eras within world history to 1500 and key events within those eras in order to examine relationships and to explain cause and effect; | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: Chronology provides the skeleton for all that is done in History. History does not stand without chronology, and this idea is emphasized in all History courses. History instructors emphasize the idea that what makes History more than just chronology is its focus on causes and consequences of events. History instructors place emphasis on the use of primary sources as historical evidence and help students see the influence of many factors on the creation of a narrative in its own time, and on its interpretation in other times. Introductory courses such as HIS 150 Introduction to Western Civilization and 264 Comparative Civilization ensure that students grasp these concepts through the study of European, Asian, Latin and African key historical events. Deeper and broader insights are gained through any selection of advanced courses, such as: HIS 200 Ancient Mediterranean World, HIS 290 African History, HIS 330 Medieval Britain, and HIS 407 History of English Common Law. Finally, the Senior Seminar HIS 499 provides candidates with opportunities for further study of a specific era, place, or concept and to finely hone skills of historians. Through reading, lectures, discussions, simulations, historical documents, and a variety of writing assignments, students learn about relationships and causes and effects of key world events to 1500. Teacher candidates learn to apply their knowledge and these skills in EDU 442 Methods and Materials of Social Studies Instruction in Elementary Schools and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in these skills is displayed in documents and performances from History and Education courses. History and Education instructors model instructional strategies for teaching content and inquiry methods to reveal and explain cause and effect in a historical sense.</p> |
| 1.4 | describe the major eras within world history since 1500 and key events within those eras in order to examine relationships and to explain cause and effect; | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: The required two-course sequence in World History, HIS 150 Introduction to Western Civilization and HIS 264 Comparative Civilization, provides students the opportunity to explore world history since 1500 both in countries and areas commonly identified as “western” and in those generally labeled “eastern.” HIS 150 introduces students not only to the skills needed and utilized by historians, but does so through topics such as the 17th century Scientific Revolution, the Enlightenment, the French Revolution, the Industrial Revolution, the rise of Imperialism, and the rise of socialism and the Russian Revolution, World War I and II. HIS 265 begins with an examination of both India and Africa in the 16th centuries, and moves on to the study of the Ottoman Empire and Latin</p> |

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| 1.4 (cont.) | | America. Themes touched on in HIS 150 are revisited in HIS 265, allowing students to better understand how the history and development of “the west” affected and was affected by civilizations in other parts of the world. |
| 1.5 | understand narratives about major eras of United States history by identifying the people involved, describing the setting, and sequencing events; | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: All History courses reinforce the idea that valid interpretations of historical evidence are a primary goal of History. Students focus on all that is involved in determinations of validity. History courses require students to make presentations, write compositions, and engage in discussions that require them to use historical narratives to explain how people, events and places interacted. Typical examples of assignments can be found in: HIS 291 Historical Method, HIS 316 History of American Women, HIS 359 American Thought: The Fifties, HIS 466 American Constitutional and Legal History, the Senior Seminar HIS 499, and the two Education methods courses: EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies.</p> |
| 1.6 | understand narratives about major eras of world history by identifying the people involved, describing the setting, and sequencing events; | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: The syllabi for both of the two required courses for world history, HIS 150 Introduction to Western Civilization and HIS 264 Comparative Civilization, are peppered with introductions to, and the study of, various “characters” important to a particular historical event or era. The use of narrative, with its use of people, setting, and sequencing are further emphasized in the paper requirement for HIS 265, which is outlined as part of the syllabus.</p> |
| 1.7 | reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence; | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: All United States history courses require students to use a variety of perspectives to create evidence which supports ideas presented in their compositions, presentations, projects and discussions. The required basic courses, HIS 200, 250, 251, 457, 499, and 150 or 264 introduce students to these concepts; while the upper level courses reinforce them. Both the History and Education faculty members model them during lectures and other presentations. Teacher candidates learn to apply these practices in the appropriate Education Courses: EDU 442 Methods and Materials for Instruction for Social</p> |

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| 1.7 (cont.) | | <p>Science in Elementary and Middle Schools and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. The documents produced by the students demonstrate that students have acquired these abilities and can incorporate them into their K-12 class rooms per the <u>K-12 Curriculum Framework</u>.</p> |
| 1.8 | <p>evaluate key decisions made at critical turning points in United States history by assessing their implications and long-term consequences;</p> | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: Evaluating and assessing key decisions and critical turning points in US history is basic to the faculty members’ philosophy and teaching. Using teaching strategies as explained in the responses for Standards 1.1 through 1.7, the History and Education faculty members ensure that teacher candidates know how to evaluate key decisions made at US turning points and can demonstrate how those decisions and their consequences impact historical periods that follow through the present. HIS 150 Introduction to Western Civilization or “What Historians Know and How they Know It,” HIS 348 African American History, HIS 358 Contemporary Cultural Studies, and HIS 457 Michigan History provide typical examples of how students demonstrate historical thinking, attitudes and skills. Students continue developing their ability to assess implications and long-term consequences of decisions in Education courses. For example: In EDU 420 Philosophy of Education and/or EDU 525 Educational Policy Studies, the Civil Rights Acts of the 1960’s are studied in relationship to their impact on schools. In EDU 440 School and Society and/or 514 Society and Education, the Great Society and Brown vs. School Board are studied through discussion, research, and presentation. The Education Methods courses, EDU 442 (Elementary and Middle) and EDU 473 (Secondary) provide additional opportunities for candidates to meet the content of this standard.</p> |
| 1.9 | <p>evaluate key decisions made at critical turning points in world history by assessing their implications and long-term consequences;</p> | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: Evaluating and assessing key decisions and critical turning points in world history are basic to the faculty members’ philosophy and teaching. Using teaching strategies as explained in the responses for Standards 1.1 through 1.7, the History and Education faculty members ensure that teacher candidates know how to evaluate key decisions made at world history turning points and can demonstrate how those decisions and their consequences impact historical periods that follow through the present. HIS 150 Introduction to Western Civilization, HIS 264 Comparative Civilizations, HIS 210 Medieval Europe, HIS 331 Tudor-Stuart England and the Senior Seminar HIS 499 provide examples of how students</p> |

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| 1.9 (cont.) | | demonstrate the acquisition of historical attitudes and skills. The readings, discussions, writings, and performances explained in Standard 1.8 (EDU 420 and 525; EDU 440 and 514) would also include related world history key points and ask students to assess and discussion their implications. The Education Methods courses, EDU 442 (Elementary and Middle) and EDU 473 (Secondary) provide additional opportunities for candidates to meet the content of this standard. |
| 1.10 | formulate historical questions and obtain historical data from a variety of sources to construct sound historical narratives and interpretations; and | <p style="text-align: center;">Elementary and Secondary</p> <p>Major: HIS 499 Senior Seminar explicitly addresses this standard as the course is rooted in a careful analysis of a specific historical topic from multiple perspectives. It provides students with the tools to be both historians and historiographers. The seminar culminates in a major research paper/project that requires students to formulate a topic based on an historical question of personal interest and requires the use of a minimum of six resources, four of which must be non-internet based sources. This significant project requires students to analyze their question/topic and provide sound historical interpretations. This paper is peer-critiqued and a presentation, based on the paper, is required as part of the course. This course builds on the work of developing a stance as an historian/historiographer that began in the HIS 150 Introduction to Western Civilization course.</p> <p>Major and Minor: The HIS 150 Introduction to Western Civilization and HIS 264 Comparative Civilization courses are key in developing students' thinking about what it means to be a historian/historiographer. The courses are designed to force students to think deeply about the course topics, to formulate and support opinions, and to be able to see a topic/issue from multiple perspectives. Class participation is 25% of the course grade. Exams for the course are writing intensive, and students are required to write a significant paper that is based on the readings and work done throughout the course. HIS 200 Ancient Mediterranean World also provides students with the opportunity to develop skills important to the work of historians. One of the key goals of this course is for students to learn how to use primary source material and draw conclusions based on evidence.</p> |
| 1.11 | identify gaps in the available records, use contextual knowledge, and appropriate research techniques to construct sound historical interpretations. | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: Historians accept that context is basic to any historical knowledge and that gaps and different interpretations exist. Historians approach their research, lectures and teaching with the understanding of these potential difficulties. They continually search for new knowledge and interpretations that will connect current events, people, crisis, and concerns with the past and thereby explain and perhaps</p> |

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| | | improve contemporary life. Obviously, HIS 150, HIS 264, HIS 291, and HIS 499 lead the implementation of these concepts. Every course produces opportunities for students to address gaps in research documents being used to build sound historical interpretations in their assignments. As the Education courses require students to research and create written and oral presentations, candidates continue to develop and perfect research based interpretations. |
| 2.0 | <p>Standard 2: Make Interdisciplinary Connections</p> <p>The program will ensure that candidates understand the fundamental ideas, concepts, and facts that provide the basis of the K-12 content standards in each of the four core social studies disciplines, as specified in the Michigan Curriculum Framework. Programs may include courses required as general education requirements; for example, an American Government course could supplement a history minor. An interdisciplinary course could be taught as part of a major or minor, such as an economic history course for a history major. Clear indications of interdisciplinary connections should be evidenced in the course syllabi and measures of candidate performance.</p> | |
| | | Taking into account the discipline of history, the teacher candidate is able to: |
| 2.1 | describe the five themes of geography and apply them to basic world geography; | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: Teacher candidates are explicitly introduced to the five geographic themes in EDU 442 Methods and Materials of Instruction in Elementary and Middle Schools and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. In EDU 442, geography is addressed in the March 1 lesson and its related age-appropriate Geography lesson plan. EDU 473, the topic of geography is specifically address the week of Jan. 13, its related assignment, and in the portfolio submission required at the end of the term.</p> <p>In HIS 200 The Ancient Mediterranean World, the rise and fall of the civilizations of the Sumerians, Babylonians, Assyrians, Egyptians, Israelis, and Persians are studied. Understanding the geographic influences on each of these civilizations is discussed as part of the larger conversation and development of understanding. The development and expansion of the Roman Empire are also examined in some depth. The geographic themes are on display as students talk about the expansion of the Roman Empire and the spread of Roman culture, etc., to conquered peoples and vice versa.</p> <p>The US History sequence, HIS 250 US to 1877 and HIS 251 US Since 1877 are heavily dependent on geographic themes to explain European settlements in the New World, the American fight for independence, mercantilism, Westward Expansion, World War I and II, the Korean Conflict, and Vietnam.</p> <p>HIS 264 Comparative Civilizations provides an opportunity for students to understand the variety of geographic influences on nation-building as course topics move from the civilizations of India to Africa</p> |

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| | | <p>to Europe to the Ottoman Empire to Japan, and China. Before each is studied in relation to others, the geography, culture, and economy of each civilization/nation-state, etc. is reviewed.</p> <p>In HIS 467 Michigan History students again see how geographic influences shaped the development of Michigan, culturally, historically and economically. Michigan history, as taught in this course, provides students with the opportunity to understand both the strategic and economic importance of our state as well as the crossroads that Michigan has been for many cultures and why.</p> |
| 2.2 | <p>explain the structure and function of American government, core democratic values, and the rights and responsibilities of citizens;</p> | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: HIS 250 US to 1877 HIS 251 US since 1877 HIS 316 History of American Women HIS 355 The United States Since 1945 HIS 358 American Cultural Studies HIS 457 Michigan History HIS 466 American Constitutional and Legal History</p> <p>The function of US government, core democratic values, and citizen rights/responsibilities are integral to any American History course, especially HIS 250 and 251. The advanced courses deepen understanding as appropriate to topics and events studied. In EDU 420 Philosophy of Education and EDU 514 Educational Policy Studies these concepts are studied in depth from their impact on Education historically and in the present. These courses require students to study core democratic values and foundational US documents through the lens of Education history and pedagogy. Students incorporate their knowledge and personal values about core democratic values and good citizenship in their journal entries and their extended essay explicating their own philosophy of education. Teacher candidates learn instructional techniques for presenting these concepts to K-12 students in the following courses: EDU 400 Introduction to Education, EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in this skill is displayed in documents and performances from History and Education courses. History and Education instructors model these.</p> |

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| | | |
| | describe the market system | Elementary and Secondary |

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| 2.3 | and apply basic economic concepts as identified in the Michigan Curriculum Framework; and | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: Students are introduced to basic economic principles as identified in the Michigan Curriculum Framework in their methods courses, EDU 442 Methods and Materials of Instruction for Social Sciences in Elementary and Middle Schools and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. In EDU 442, basic economic concepts and the teaching of them to K-8 students is specifically address during the week of March and students are expected to develop and present an age-appropriate economics lesson. In EDU 473, basic economic principles as defined by the MCF are addressed in both an assignment and in the topic for the January 18th class, as well as the required end-of-term portfolio.</p> <p>The US History sequence, HIS 250 US to 1877 and HIS 251 US Since 1877, deals with a number of significant economic issues including the mercantile system, industrial growth and expansion, the economic bases and ramifications of war, including the American Revolution, the Civil War, the World Wars, etc., as well as the Great Depression and New Deal, both of which are rooted in significant economic issues.</p> |

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| 2.4 | describe the roles that women and minorities have played in American history. | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: HIS 316 History of American Women HIS 348 African-American History HIS 365 Introduction to Gender History HIS 466 American Constitutional and Legal History</p> <p>The role of women and minorities in American history is appropriately infused in History courses. The four listed above focus particularly on the roles of minorities and women. Through lecture, writings, exams, and presentations students demonstrate their understandings of such roles. For example, in HIS 466 at various points during the semester, the students cover the fundamental nature of gender inequality in American history, as well as various Supreme Court cases wherein women sought parity via legal recourse. Education courses continue the acquisition of such knowledge while connecting the roles of minorities and women to American education and teaching the candidates methods for presenting and knowledge and historical skills to K-12 students. For example: In EDU 400 Introduction to Education, students spend the final third of the course on issues of social justice, which include the implications of race and gender for education. The students read L. Delpit’s <i>Other People’s Children: Cultural Conflict in the Classroom</i> (1995) then discuss, read, and reflect about its concepts in relationship to their case studies based on observation in a K-12 classroom. In EDU 443 Teaching Reading in the Elementary and Middle Schools students read, discuss, and reflect about literature that recognizes the roles women and minorities have played in American history. EDU 440 School and Society and EDU 514 Society and Education involve students in reading, discussing, writing, and presenting issues of race and gender in education.</p> |

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| 3.0 | <p>Standard 3: Can Apply Social Science Perspectives</p> <p>The program will help candidates develop skills in the crosscutting themes presented in the Michigan Curriculum Framework social studies content standards (inquiry, public discourse and decision making, and citizen involvement).</p> | |
| | <p>The teacher candidate is able to:</p> | <p>Elementary and Secondary</p> |
| 3.1 | <p>acquire information from books, maps, newspapers, data sets, and other sources; organize and present the information in maps, graphs, charts, and time lines; interpret the meaning and significance of information; and use a variety of electronic technologies to assist in assessing and managing information;</p> | <p>Major and Minor: HIS 150 Introduction to Western Civilization HIS 265 Comparative Civilizations HIS 291 Historical Methods HIS 489 Historical Literature HIS 499 Senior Seminar HIS 150 and HIS 264 initially teach students these information acquisition skills of historical research. HIS 499 Senior Seminar requires students to synthesize those skills through original research and the production of a major document. The University Core Curriculum requires all students to take CIS 100 Introduction to Computers. If a student tests out of it, he/she must take CIS 103 Web Production and Tools or CIS 115 Visual Basic. History students then use those basic computer skills throughout their History course work. Online research is basic in every History course. EDU 459 Instructional Technology and 600 Computer Uses in Education provide the students with the practical application of technology to teaching history. Teacher candidates learn to apply this knowledge in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools and in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Student competence in these skills is displayed in documents and performances from History and Education courses. History and Education instructors model ways of acquiring information from a variety of sources and how to use the information in written and oral presentations.</p> |
| 3.2 | <p>conduct investigations including the ability to formulate a clear statement of questions, gather and organize information from a variety of sources, analyze and interpret information, formulate and test hypotheses, report results</p> | <p>Elementary and Secondary</p> <p>Major and Minor: All History courses guide students in attaining skills in analysis and reporting results in written and oral presentations. The University Core Curriculum requires all students to take CIS 100 Introduction to Computers. If a student tests out of it, he/she must take CIS 103 Web Production and Tools or CIS 115 Visual Basic. History students then use those basic computer skills throughout their History course work. Online research is basic in every History course. EDU 459 Instructional Technology 600 Computer Uses in Education provide the students with the practical application of technology to</p> |

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| 3.2 (cont.) | both orally and in writing, and make use of appropriate technology; | teaching history. EDU 400 Introduction to Education requires students to spend 30 hours throughout the course observing and interacting with teachers and students in a K-12 classroom setting. It is an action research project that results in a written case study that is discussed in the course. Teacher candidates learn to apply historical research knowledge and skills in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools and in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies . Student competence in this skill is displayed in documents and performances from History and Education courses. History and Education instructors also model these teaching techniques. |
| 3.3 | state issues clearly as questions of public policy, trace the origins of the issues, analyze various perspectives people bring to the issue, and evaluate possible ways to resolve the issue; | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: EDU 400 Introduction to Education and EDU 420 Philosophy of Education are particularly good courses for helping students to hone these skills. A number of the stated goals for EDU 400 dovetail nicely with this standard: students will become insightful observers of practice, students will grapple with issues of social justice in education, and students will have meaningful dialogue about their observations and experiences in schools. Some of the texts for this course are thought-provoking and require students to deal with significant issues related to public and educational policy: <i>Other People's Children: Cultural Conflict in the Classroom</i> and <i>The Courage to Teach</i>. Educ 420 explicitly expects students to demonstrate their understandings of the relationship of traditional and modern philosophies to the issues and problems confronting educational practice in America today -- including questions asked, suggested answers and the implications of this kind of dialogue as evidenced in current educational theories and policies</p> |
| 3.4 | engage in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions; | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: EDU 400 Introduction to Education and EDU 420 Philosophy of Education are again particularly strong courses for helping students hone the skills associated with this standard. Continuing to draw from information already presented in the narrative for Standard 3.3, students are required to engage in conversation about what they are seeing classrooms and how it interplays with educational philosophies, issues of public interest and concern, etc. This is evidenced in the heavy class participation component for both of these courses. Class participation is 50% of the EDU 400 grade and 30% of the EDU 420 grade</p> |
| | | Elementary and Secondary |

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| 3.5 | compose coherent written essays that express positions on public issues and justify the positions with reasoned arguments; and | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: Interpretive essays, exams, and/or case studies/projects are required in History and Education courses. EDU 400, 420/525, 440/514 have been explained previously. Similar assignments are required in other courses.</p> |
| 3.6 | consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society. | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: Ethical and responsible behavior is a core value of the University, and is, therefore, stressed in all courses. History instructors use the content of History as a backdrop for discussions of ethical behavior. Education instructors require their students to address such ethical issues in their classroom discussions, papers, presentations, projects, lesson plans, and unit plans.</p> |
| 4.0 | <p>Standard 4: Can Provide Social Studies Instruction The program will teach candidates how to design, present, and assess social studies instruction. (Programs should provide evidence in field experiences or content area methods classes that students have developed instructional skills specifically related to history.)</p> | |
| | The teacher candidate: | Elementary and Secondary |
| 4.1 | is knowledgeable about teaching methods, curriculum organization, and instructional materials in history; | <p>Major and Minor: History professors model the key teaching methods of lecture, research, discussion, and argument in their courses. Education candidates will adapt those models to their own teaching strategies. Education professors model teaching strategies specific to history in their course presentations and the way they conduct their courses. Teacher candidates study specific methods, materials, and organization of History and Education curriculum and instruction in their Education courses. For example, in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools and in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies as well as in the Education Reading (EDU 443, 448, and 478/578) courses and the Student Teaching Courses of EDU 489 Elementary and Middle Schools and EDU 490 Secondary Schools candidates are required to create units and lessons that demonstrate their competency to deliver history instruction to K-12 students. Obviously, during the Student Teaching experience, candidates will teach K-12 students under university and cooperating teacher supervision.</p> |

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| 4.2 | can design, present, and assess instructional activities in history as described in the Michigan Curriculum Framework teaching and learning standards (higher order thinking, deep knowledge, substantive conversations, and connections to the world beyond the classroom); | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: Skills in information processing are a vital part of the process of Historical Inquiry, and are, therefore, a vital part of all history courses. Teacher candidates learn to apply this knowledge in EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools and in EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies. Students are required to reference the <i>Michigan Curriculum Framework</i> MDE site and to prepare units and lessons that include activities that require higher order thinking, deep knowledge, substantive conversations, and that the K-12 students demonstrate the ability to connect historical concepts to the contemporary world. In EDU 443 Teaching Reading in the Elementary and Middle Schools, History students are required to analyze the history vignette and discuss with classmates who do the same for their majors and/or minors. Candidate competence in these skills is displayed in documents and performances from History and Education courses. History and Education instructors insist that candidates in their classes are highly proficient in using and teaching these historical inquiry skills. The instructors model the behavior in their class presentations and assignments. In the Student Teaching courses of EDU 489 Elementary and Middle Schools and EDU 490 Secondary Schools candidates are required to work with the specific school’s curriculum that is aligned with the <i>Michigan Curriculum Framework</i>.</p> |
| 4.3 | has had multiple experiences presenting history content to students; | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: Experiences in schools begin in EDU 400 Introduction to Education with the K-12 based case study/action research previously described. Because many students are already in school in a variety of substitute positions, they continue their field projects in other coursework. For example, in EDU 478/578 Reading in the Content Areas students tutor in K-12 classrooms and are placed according to their major and/or minors. They also teach to the college class a teaching strategy designed to improve reading skills in subject areas. Professors gear assignments to immediate application in students’ school settings. All History majors complete EDU 489 Student Teaching in the Elementary Schools and Middle Schools or EDU 490 Student Teaching in the Secondary Schools. They are placed in schools throughout the metropolitan Detroit area for an entire semester of 15 weeks. They also attend a required seminar every two weeks to focus on issues that arise in the student teaching placement. University supervisors are current or former faculty at UDM as well as current or former teachers of the disciplines in the Social Studies. Many supervisors have doctorates or Master degrees.</p> |

| # | STANDARD/GUIDELINE | COURSES AND/OR EXPERIENCES THAT FULFILL THE STANDARDS |
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| 4.4 | has made sustained use of technology appropriate to teaching history; | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: Throughout the students' History courses, professors enhance their presentations through the use of appropriate technology for learning and teaching history (videos, movies, PowerPoint, cd's). Electronic research through the UDM library and world-wide web sites is required along with the traditional use of paper and archival primary sources. Collections of art slides and the Black Abolitionists Archives are digitalized for use in class lectures as well as student individual research. All student papers are word processed. In the Education program, candidates continue their use of technology in their Education courses and learn how to use technology in their K-12 teaching. As part of their program, they must take EDU 459 Instructional Technology or EDU 600 Computer Uses in Education where they design K-12 authentic technology-enriched learning activities that connect content area standards and student technology standards to meet the diverse needs of students. An Education Computer Lab in the UDM Library is available for use by Education classes as well as for individual and group instruction. All courses require electronic research and exploration of MDE education sites that are appropriate to the course. These two examples are typical of such technology use. In EDU 478/578 Reading in the Content Areas, students develop lesson plans in their major using the History Standard Benchmarks from the <i>Michigan Curriculum Framework</i>. In the methods classes, EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools, EDU 469 Curriculum and Methods of Teaching in Secondary Schools, and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies, students are required to use electronic sites for reading and in their preparation of papers, presentations, units, and lessons.</p> |
| 4.5 | can implement the Michigan Curriculum Framework content standards in the history classroom; and | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: As explained in Standards 4.2, 4.3, and 4.4, students have numerous and varied opportunities to work with the <i>Michigan Curriculum Framework</i> on line and in person throughout their Education course work. EDU 442 Methods and Materials of Instruction for Social Science in Elementary and Middle Schools, EDU 469 Curriculum and Methods of Teaching in Secondary Schools, and EDU 473 Curriculum and Methods of Teaching in Secondary Schools II: Social Studies provide the key opportunities to know and understand the <i>MCF</i> to enable candidates to implement its concepts during their student teaching experiences and future professional assignments.</p> |

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| 4.6 | will design and use assessments appropriate to the field of history. | <p style="text-align: center;">Elementary and Secondary</p> <p>Major and Minor: History assessment procedures such as rubrics, portfolios, oral feedback, and personal interviews are easily adapted and adjusted for elementary and secondary teaching. Education faculty members continue to teach and model a variety of general and subject appropriate assessment systems (including electronic programs) and procedures. Course syllabi explicate assessment practices. Students learn how to develop assessments for written, oral, collaborative, and student projects. The format required for lesson plans is presented in Appendix A in the <i>Student Teaching Handbook</i> and is used in the methods courses as well as for planning during the candidate's student teaching experience. The form requires candidates to plan the appropriate assessment of their students' learning tied directly to the objectives of the lesson, unit, and/or curriculum. Then they reflect upon the data by explaining what contributed to and what impeded the student's achievement and suggesting different strategies for the next lesson. Students learn how to use standard tests and procedures through early K-12 observation, course instruction, and assisting with administration of MEAP and other standardized test during their student teaching experience. SED 460 Education and Mainstreaming of Exceptional Persons and/or SED 560 Exceptional Persons are required of all Education candidates and emphasize assessment practices for special needs as well as ways to adapt general assessment practices for special needs students. EDU 432 Psychology of Education and/or SED 513 Principles of Learning, Development, and Adjustment include a two week unit devoted to development of knowledge and understanding of measurement and evaluation in the teaching/learning process. Professors present lessons that help candidates learn a variety of traditional and authentic assessment practices.</p> |