

ED365, Curriculum and Instruction in the Social Studies

Fall, 2006

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"Our moral imperative as educators is to see all children as precious and recognize they will inherit a world of baffling complexity."

National Council for the Social Studies, "Curriculum Standards for Social Studies."

COURSE GOALS

- ~To define and explain why we teach the social studies
- ~To create units that reflect our view of teaching the social studies
- ~To develop a set of chosen methods for teaching social studies
- ~To develop a process for creating new units in the social studies
- ~To list resources for teaching the social studies
- ~To describe and engage with professional organizations related to the social studies

Text:

Engagement in Teaching History: Theory and Practice for Middle and Secondary Teachers by Frederick D. Drake and Lynn R. Nelson

Assignments

Integrated Social Studies Unit Plan (20%)

~Draft due on October 27

~Final plan due November 20

Unit Plan Reflective Critique (15%)

Lesson Presentation (10%)

Writing-to-Learn Assignments (20%)

Drake and Nelson Critique (10%)

Final: Philosophy Statement (10%)

Unannounced Quizzes (10%)

Participation in Class (5%)

Academic Honesty

The Student Handbook defines plagiarism as: "the use, deliberate or not, of any outside source without proper acknowledgment." The Handbook goes on: "Students may not submit homework, computer solutions, lab reports, or any other coursework prepared by, copied from, or dictated by others." I will abide by the overall academic honesty procedures as laid out in the the student handbook. Make sure that you read the policies carefully. For instance, the Handbook also demands this. "Students must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given." Please follow that dictum. You are encouraged to discuss readings and to seek feedback on papers from your colleagues in the class. Collaboration is great. Plagiarism is wrong. The work you turn in, ultimately must be of your own creation.

Work proven to be in violation of the academic honesty policy will receive a 0 and the Associate Dean for Academic Affairs will be informed of the violation. In addition, violations of the academic honesty policy would reflect a cynical view of learning itself, one not needed in the educational world.

Acts of plagiarism or cheating would make it very difficult for me to support the violators application for student teaching.

Attendance/Assignments

Since the issues being considered in the course require informed discussion and involvement, you are expected to attend every class with a solid understanding of the assigned reading or with questions to be raised about the reading. If you must be absent for some reason, it is best to let me know ahead of time. For each unexcused absence, a 0 will be calculated for 3% points of your total grade. There will be unannounced quizzes throughout the semester. You will be permitted to make up these quizzes if you produce a doctor's excuse or have a valid emergency. It is your responsibility to find out about and secure any materials that may have been distributed or assignments given during missed classes. Missing more than one session will be a signal to me of a serious problem that we should discuss.

Absence is not an excuse for missed work. If circumstances arise that keep you from completing an assignment when it is due, you should discuss the situation with me. I have provided my office and home phone number so that you can call me.

Grades for assignments that are late without prior arrangement will be lowered by 5% of the total value of the assignment on the first day and 5% more for every subsequent two days of lateness.

Blackboard

Since you will be asked to download or view assignments found on websites or from Reeves, I have set up a Blackboard site for ED365. For each such assignment, there will be clickable access to the website on that site, generally listed under the assignment for that day. There will also be Word-formatted documents for major course materials. Since all documents were originally created in AppleWorks format, some of the formatted instructions might not translate smoothly, so it might not look right, but you can trust the words. The password for the ED365 Blackboard site is *rmayer*.

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COURSE SCHEDULE

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August 30, *What are the Social Studies?/Discussion and the Social Studies*

Reading 1: "Teaching Patriotism—with Conviction" by Chester E. Finn, Jr., *Kappan*, 2003 87 (8).

Reading 2: "Pledging Allegiance" by Walter C. Parker. *Kappan*, 2006, 87 (8).

September 6, *What are the Social Studies?*

*Reading 1: Chapter 7, "Ignorant Activists" by James S. Leming from *Where Did the Social Studies Go Wrong* (PDF Version Available at Thomas B. Fordham Institute ¹ Website:

(<http://www.edexcellence.net/doc/ContrariansFull.pdf> [You'll need to scroll down] or

<http://www.edexcellence.net/institute/publication/publication.cfm?id=317> [Click on Chapter 7])

**Reading 2: "When Going Right is Going Wrong: Education for Critical Democratic Education" by Kenneth Waltzer and Elizabeth Heilman, *The Social Studies*, 2005 96 (4).²

*Reading 3: "Curriculum Standards for Social Studies: Expectations of Excellence" from the National Council for the Social Studies, Executive Summary, (On-Line:

<http://www.socialstudies.org/standards/>)

Scroll down to "Table of Contents" and read "I.Introduction" and "II.Ten Thematic Strands in Social Studies" by first clicking on and printing off each item.

*View: #22, "A Standards Overview, 9-12" from "Social Studies in Action: A Teaching Practices Library, K-12" from Annenberg Website, Annenberg Media Learner.org (<http://www.learner.org/>) [Scroll down "Browse Teacher Resources" to "Social Studies and History" and click "Go." Scroll down to "Social Studies in Action: A Teaching Practices Library, K-12" and click. Then scroll down to #22 and click on the VoD box on the right. You should then see the TV on the screen.]

Assignments:

1)Writing-to-Learn 1 (DO BEFORE READING ABOVE)

2)Create your packet of readings by printing off all Ebscohost readings with a double asterisk.

September 13, *Why Teach History: The History Curriculum and the Planning Process*

Reading 1: Drake

***Reading 2: "The Planning Process" by John P. Zola, pp. 54-61 (Ch. 4 from *Teaching the Social Sciences and History in Secondary Schools, A Methods Book* by Social Science Education Consortium.)³

¹ A single asterisk (*) indicates you should print out the reading from the internet source identified. You can find links to reading sites on the ED365 Blackboard site. All readings should be printed out by the third week of class.

² A double asterisk (**) indicates that the reading is available as a download from Reeves Library.

Go to the Reeves website. Under "Articles and Journals" click on "Search for an Article." Click on "E-M", then "on campus" or "offcampus" (depending where you are), under "EBSCOHost," then "continue" on the bottom of the next screen. In "Find" on the next screen, put in the author's name (last name first), and scroll down to "author." Click on "search" and when the new screen comes up, scroll down until you find the assigned article. Print out all readings by the third week of class.

³ Three asterisks indicate the item is available through the reserve system.

****Reading 3:** "Social Studies in the Block Schedule: A Model for Effective Lesson Design." By Carol and Robert Bryant, *The Social Studies*, 2000, 91 (1).

***Download and Browse:** PDE History Standards (Go to PDE Website: <http://www.pde.state.pa.us/> and click on Pre K-12 tab above and then scroll down to "academic standards" on the left and click. Scroll down, find "History," click, and print.)

Assignment: Writing-to-Learn 2 (DO BEFORE READING ABOVE)

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September 20, Historical Thinking/Teaching with Documents

Reading 1: Drake and Nelson, Ch. 2 (pp. 41-49), Ch. 3, and Ch. 7

***Reading 2:** "Overview of Standards in Historical Thinking"

(<http://nchs.ucla.edu/standards/thinking5-12.html>) from National Center for History in the Schools' *National Standards for History Basic Edition*, 1996.

Assignment: Writing-to-Learn 3 (DO BEFORE READING ABOVE)

September 25, Field Experience Begins

September 27, Historical Thinking and Discussion

Reading 1: Drake and Nelson, Ch. 9 and Ch. 8

Reading 2: "Refuting Misconceptions about Classroom Discussion" by William W. Wilen, *Social Studies*, 95 (1). (Or available from ED260 Alphagraphics)

***Reading 3:** Standards in History for Grades 5-12 (US) (<http://nchs.ucla.edu/standards/us-standards5-12.html>) and National Standards in History for Grades 5-12, World History (<http://nchs.ucla.edu/standards/world-standards5-12.html>)

Assignment: Writing-to-Learn 4

October 4, Social Studies, Assessment and Writing

*****Reading 1:** "Assessing Student Learning" (pp. 133-153) from *A Practical Guide to Middle and Secondary Social Studies*, Second Edition by June R. Chapin (Reserve)

Reading 2: Drake and Nelson, Ch. 6 and Ch. 10

Assignment: (Due Friday, October 7 by Noon at Hurd 328) Drake and Nelson Critique

October 11, Presenting a Lesson

Topic: TBA

October 18, Teaching Civics 1

****Reading 1:** "Teaching Against Idiocy" by Walter C. Parker in *Kappan*, 2005, 86(5).

****Reading 2:** "Unaddressed Issues" by J. Martin Rochester in *Kappan*, 2005, 86 (9).

****Reading 3:** "The Education of Citizens" by Walter C. Parker in *Kappan*, 2005, 86 (9).

****Reading 4:** "Using POW Cases to Understand How a Virtuous Citizen Makes Morally Sound Decisions" Sherry Schwartz *The Social Studies* 2006 97 (1)..

***Browse:** "Introduction" "5-8 Standards" and 9-12 Standards" National Standards for Civics and Government, Center for Civic Education, (<http://www.civiced.org/stds.html>)

***Obtain and Browse:** PDE Standards for Teaching “Civics and Government”

Assignment: Writing-to-Learn 5

October 25, Teaching Civics 2 and Discussion

View: “Freedom of Religion” (No. 1) Lesson on “Making Civics Real: A Workshop for Teachers” from Annenberg Website, Annenberg Media Learner.org
(<http://www.learner.org/channel/workshops/civics/workshops.html>)

~Click on the icon for the “Freedom of Religion” lesson and read overview under “Workshop Session.”

~Scroll down to “Lesson Plan” link and click.

~***Reading 1:** Print off and read all materials under “Teaching the Lesson,” “Assessment,” and “Lesson Materials.”

~***Reading 2 and More:** On the page for the lesson plan, click on “Essential Readings” on the left side. and then print off and read all of “Problem-Based Learning (PBL)” and “Socratic Questioning” (One click) and “Study About Religions in the Social Studies Curriculum” (A Second Click)

~**View segment** by clicking on VoD box to the right of workshop 1 on the first screen, Workshop Session.”

****Reading 3:** “Discussion as a Means for Transforming Change: Social Studies Lessons from the Mississippi Freedom Schools by George W. Chilcoat and Jerry A. Ligon in *The Social Studies*, September/October, 2001, 92 (5).

Assignment: Writing-to-Learn 6

Assignment: (Due Friday, October 27) Draft of Unit Plan

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November 1, Teaching Geography 1

View and Read: Workshop 1 (Introduction) from “Teaching Geography” from Annenberg Media Website (<http://www.learner.org/channel/workshops/geography/>)

~Click on Workshop 1: “Introduction” (which I will refer to as “the introduction page.”)

~**Before viewing**, print out and read:

~***“Introductory Material for Workshop 1”** Click on the “Before You Watch” link, read over that screen, and then go down to the “Go to this workshop’s readings” link and click.

~***“Terms”** Go back to the introduction page and click on “terms.”

~***“Featured Lesson Plan: What is Happening to the Aral Sea?”** Go back to the introduction page and click on “Featured Lesson Plan.”

~**View Show:** After reading, go back to the introduction page and click on the VoD box and watch both part one and part two of workshop 1.. _____

***Download and Browse:** Pennsylvania Department of Education Standards for “Geography”

Assignment: Writing-to-Learn 7

November 8, Teaching Geography 2

View: Workshop 4 (North Africa/Southwest Asia) from “Teaching Geography” from Annenberg Media Website (<http://www.learner.org/channel/workshops/geography/>)

~Click on Workshop 4: “North Africa/Southwest Asia”

~**Before viewing**, print out and read:

~“The National Geography Standards for Workshop 4” from the “Before you watch” screen. Click on “National Geography Standards.” Also, read over the “before you watch” screen.

~“Terms” Go back to the introduction page and click on “terms.” Print out terms for “workshop 4”

~“Featured Lesson Plans” Go back to the introduction page and click on Featured Lesson Plans” Print out and read The Three Lesson Plans

~**View Show:** After reading, go back to the introduction page and click on the VoD box and watch both part one and part two of workshop 4.

Assignment: Writing-to-Learn 8

November 15, Teaching Economics

***Reading 1: “Is Economics Your Worst Nightmare?” By: Schug, Mark C.; Lopus, Jane S.; Morton, John S.; Reinke, Robert; Wentworth, Donald R.; Western, Richard D.. *Social Education*, 2003, 67 (2).

***Reading 2: “Activity-Based Economics” by Jane S. Lopus, John S. Morton, and Amy M. Willis, *Social Education*, March, 2003, 67 (2), pp. 85-89.

**Reading 3: “A Pedagogical Note on Baseball Stadium Economics: ‘Show Me the Money’” by William L. Holahan and Charles O. Kroncke, *The Social Studies*, 2003, 94 (1), .

***Reading 4: “Credit: Your Best Friend or Your Worst Enemy” *Social Education*, March, 2005 ,69 (2), pp 80-84.

Reading 5: Patty Cunningham’s (Nazareth High School)

“Scarcity and Choice” unit (<http://teacherweb.com/PA/NASD/PatriciaCunningham/>)

Download and Browse: “National Standards” from National Council on Economic Education website (<http://www.ncee.net/ea/standards/>).

Download and Browse: Pennsylvania Department of Education Standards for “Economics”

Assignment: 1)Writing-to Learn 9

2)Completed Unit Plan (**Due Monday, November 20, by noon, delivered to Hurd 328**)

November 28, (Tuesday) Social Studies, Reading, and Learners with Special Needs

**Reading 1: “Promoting Reading Comprehension in Social Studies” Dixie D. Massey, Tina L. Heafner, *Journal of Adolescent and Adult Literacy*, 2004, 48 (1).

**Reading 2: “Knowing the How and Why of History: Expectations for Secondary Students with and without Learning Disabilities.” Susan De La Paz, Charles MacArthur, *Learning Disability Quarterly*, 2003 26 (2).

**Reading 3: “Accommodating Weak Readers in History Research Projects: Using Varied Types of Sources.” Warren J. Wilson, David M. Memory, *The Social Studies*, 2001, 92(4).

Assignment: Unit Plan Reflective Critique, (Due Monday, December 4, by noon, delivered to Hurd 328).

December 6, Fitting the pieces together, What are the social studies?

**Reading 1: “From Content to Subject Matter.” By Stephen J. Thornton, *The Social Studies*, 2001, 92 (6).

**Reading 2: “Historical Thinking and Other Unnatural Acts” By: Sam Wineburg, *Phi Delta Kappan*, 1999, 80 (7).

Assignment: Writing-to Learn 10

December 8, Field Experience Ends

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SOCIAL STUDIES WEBSITES

Pennsylvania Department of Education Standards in Civics and Government, Economics, Geography, History
(Go to PDE Website, Pre K-12 tab, scroll down on left for Academic Standards)

Expectations of Excellence: Curriculum Standards for Social Studies, National Council for the Social Studies
<http://www.ncss.org/standards/>

Geography Standards, National Council for Geographic Education, Geography for Life
<http://www.nationalgeographic.com/xpeditions/standards/matrix.html>

History Standards, National Center for History in the Schools (UCLA)
<http://nchs.ucla.edu/standards/toc.html>

Building A History Curriculum: Guidelines for Teaching History in Schools, National Council for History Education
<http://www.garlandind.com/nche/>

National Standards for Civics and Government, Center for Civic Education
<http://www.civiced.org/stds.html>

Economics Standards, The National Council on Economic Education ,
<http://www.ncee.net/ea/program.php?pid=19>

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UNIT PLAN, EDUCATION 365

Definition

A unit plan is a coherent and connected set of lesson plans building to the accomplishment of some broad learning goal. Individual lesson plans and unit plans need to grow from a set of concerns including:

- Ñ the nature of the specific students being taught,
- Ñ learning principles grounded in psychology, including brain research,
- Ñ the nature of the discipline being taught
- Ñ your broad philosophical view of education, as well as your view of the social studies.

Guidelines

The unit plan is the main assignment for ED365 and needs to be planned and developed early on in your field experience. Since the plan represents your ideas about teaching and learning as they impact a particular group of students, you should consult with an expert on those students (and that age group in general). That expert would be your cooperating teacher. Meet early to discuss this assignment with your cooperating teacher. Designate a unit and a group of students you will be teaching.

Your unit must be a minimum of five block-scheduling lessons or ten regular-scheduling lessons. That is also the **minimum** that you must teach. Despite the minimum, your plan might be longer (you could teach only part of the unit) and you might teach more than the five lessons. In fact, I urge you to teach more. The more you teach, the better prepared you will be for student teaching.

The unit is an opportunity for you to put into practice methods and theories you are learning in this course to a large extent and methods you learned in ED260 to a lesser extent. Activities you design should be at a variety of and at appropriate levels on Bloom's cognitive taxonomy and should actively engage learners. The lessons should reflect appropriate standards for the social studies including those of PDE and the various organizations (NCSS, NCEE, CCE and more) related to the social studies.

What needs to be in the unit plan:

- 1)Table of Contents
- 2)Broad Organizing Ideas in the Form of One or More of the Following:
 - Ñ Themes
 - Ñ Questions
 - Ñ Essential Ideas
 - Ñ Broad Goals or Objectives
- 3)Individual Lesson Plans (minimum of five for those on block scheduling and ten for those on regular scheduling, plans to be done using format in handbook)
- 4)Identification of student use of computers and the internet as part of the learning process
- 5)All Handouts (activity sheets, anticipation guides, student worksheets)
- 6)Summative Assessment Device and Formative Assessment Devices
- 7)Annotated listing of resources used including websites, books, people, teacher workbooks

Note about annotated listing of resources: Compile a list of resources that are relevant to your unit. These would include ones that you use and ones that you don't use. The annotation is a sentence or two about how you used the item or might use the item for a unit.

Please place the plan in a binder.

CRITERIA FOR EVALUATION OF UNIT PLAN

- Ñ Content is thoroughly and accurately presented in the unit plan
- Ñ Unit Plan is coherent in that it is explicitly unified by themes, questions, or broad goals.
- Ñ Lessons
 - ‡ are complete and detailed as prescribed in the lesson plan handout
 - ‡ are engaging,
 - ‡ include active forms of learning,
 - ‡ encourage high order thinking in students,
 - ‡ include strategies that are reflective of the discipline being taught (history, economics),
 - ‡ include a variety of interrelated activities.
- Ñ Unit plan teaches to designated standards.

~ Unit plan reflects a concern for learners with special needs.

~ Unit plan includes appropriate and well-designed formative and summative assessments.

~ Unit plan incorporates principles of best practice in the social studies taught in the course.

UNIT PLAN REFLECTIVE CRITIQUE, EDUCATION 365

What is a reflective critique?:

A reflective critique is like a peer microteaching analysis in that you examine your plan in relation to what actually happened in your classroom. In around eight pages, write a critique that answers the following questions (not necessarily in the order presented below):

- ÑWhat view of teaching and learning in general and teaching and learning social studies in particular guided your unit?
- ÑWhat does the unit plan and your implementation of the unit plan reveal about your style of teaching?
- ÑDescribe the students you taught and how they responded to your unit.
- ÑCritique the implementation of the unit. Use both feedback from others and evidence from the classroom itself (student work, data you gather after lessons, recollections after each lesson) critique the implementation of the unit. (Below are some areas you **might** want to address in critiquing your plan.)
 - ÑWhat changes did you need to make as you implemented your best-laid plans?
 - ÑWhich lesson was the strongest of you unit? Why?
 - ÑWhich was your least effective lesson?
- ÑWhat are the strengths and the weaknesses of the unit you designed?
- ÑHow would you re-design this plan were you to teach it again?
- ÑWhat did you learning about how students learn and the best way to teach?
- ÑWhat are your areas of strength as a teacher and what are some areas you want to focus on improving?

Evidence

- ÑA Variety of Student Work including written work, projects, quizzes
- ÑCooperating Teacher Notes
- ÑMayer Notes
- ÑPeer Notes (if possible)
- ÑYour own reflective notes on lessons which you should gather after each lesson you teach.

Criteria for Evaluation: The unit plan reflective critique will be worth 15% of the final course grade and will be evaluated according to the criteria listed below:

1. Critique describes and documents changes made to lesson plans and overall unit and explains the rationale for those changes.
2. Critique identifies strengths and weaknesses of unit and offers specific strategies for improving the unit. Discussion of strengths and weaknesses logically grows from evidence and ideas presented.
3. Critique analyzes student engagement and provides specific data in support of analysis.
4. Critique evaluates student achievement of unit objectives and provides specific data in support of evaluation.
5. Overall critique is grounded in a sense of the students taught.
6. Overall critique represents an honest attempt to examine teaching.
7. Critique conveys an overall sense of personal social studies teaching philosophy and preferred teaching style
8. Critique conveys an image of how young people learn,
9. Critique is driven by a main idea and includes well crafted and connected paragraphs, well crafted and connected sentences within the paragraphs, an introduction and a closing.
10. Critique follows the conventions of so-called standard written English.

PRESENTING A LESSON

You will be assigned a topic related to history on October 11. Among all the students, there will be two or three, so there will be more than one person for each topic. **You are not to discuss your work with other members of the class.** You are to work alone.

The Lessons

Given your topic you will:

- Ñ Create two 50-minute lessons on the topic. The lessons will reflect everything the students might learn in class about the topic within an appropriate unit, so the lessons should build off of one another. Beyond that, the lessons should follow the format laid out in the pre-student teaching handbook.
- Ñ Each lesson needs to include at least one original piece of curricular material you created. They can include more.
- Ñ Include copies of all materials you plan to use in the lesson including xeroxes of any reading you plan to have kids do.
- Ñ The lesson should reflect your view of excellent social studies teaching.
- Ñ In creating the plan, you should use at least five websites and five other sources identified in an annotated bibliography. The annotation should consist of a few sentences explaining what the resource is and how it might be useful to a teacher (or not useful at all, if that is your judgment.)

Writing-to-Learn

Write a one-two page statement describing both the process you went through in creating the lessons and also what you learned about how to design lessons.

Presentation

Prepare a five minute presentation for class where you describe the two lessons. Also make a brief statement about the process you went through in creating the plans. The presentation will take place on October .

Purpose

This will be an opportunity to think through how to create lessons within a limited timeframe. It is also a chance for us to witness how different teachers plan differently for the same topic.

Two Days (50 Minutes)

Five Written Documents

Three Visual Documents (First and Second)

One Worksheet where students must be active

Three Internet Sites

Question driving lesson

How the lesson reflects your philosophy

Discussion of process you went through in creating the plan

Summary of event

Discussion of what about event is important to teach

Critique of Drake and Nelson:

Ñ Explain your personal view of history teaching. Then go on to discuss how D & N helps you to fulfill that vision and what it lacks.

Ñ Give an overview what the book includes.