

ESOC 4350/6350: Social Science Curriculum in Secondary Schools Fall 2000

Instructors: Dr. Diane Brook Napier
627C Aderhold Hall
Office Phone 542-6482
Email: dnapier@coe.uga.edu

Dr. John D. Napier
628C Aderhold Hall
Office Phone: 542-6491
Email: jnapier@coe.uga.edu

Rationale:

This curriculum course is one of three courses you are taking this semester to prepare you for your student teaching semester. Although this course is graded separately, the content covered is integrated with the content of the other two courses. This course is designed to examine critical issues in developing and implementing social studies curriculum in secondary schools, and to consider alternative approaches to teaching secondary social studies. One of the main goals of this course is to develop a rationale for planning and teaching all social studies subjects with a focus on addressing the Quality Core Curriculum of Georgia, the Georgia High School Graduation Examination, and standards and recommendations for the major social studies subjects. With this background, you will next take the methods course (ESOC 4360/6360) and learn more of the “how to” of the various learning experiences and assessment procedures first presented in this course, and you will develop a unit of instruction for a real secondary social studies class. In the Senior Field Experience (ESOC 4450) you will spend time in schools observing curriculum and instructional activities that will be used as real life demonstrations of the topics covered in both the curriculum and method courses.

Texts:

Banks, J. (1997). *Teaching Strategies for Ethnic Studies* (6th ed.). Boston: Allyn and Bacon.

(Required)

Partin, R. (1995). *Classroom Teacher's Survival Guide*. New York: The Center for Applied Research in Education.

(Optional)

Wong, H. and Wong, R. (1998). *How to Be an Effective Teacher: The First Day of School*. Mountain View, CA: Harry K. Wong Publications.

(Optional)

Other Readings:

Selected scholarly articles from *Social Education*, *Theory and Research in Social Education*, *Educational Leadership*, and other journals to be distributed in class as supplementary reading assignments.

Georgia QCC Objectives and *Georgia High School Graduation Test* (download from: www.doe.k12.ga.us)

Assignments and Exams:

- (1) The major project for the course will be the development of a **comprehensive rationale for teaching secondary social studies**. You will be given more detailed instruction for the project later (25%).
- (2) A group project will involve **presenting a selected lesson from the Bank** text in which you will demonstrate how the lesson creatively addresses certain QCC objectives and prepares students for a portion of the Georgia High School Graduation Examination (15%).
- (3) **Midterm examination** on key concepts and issues, class discussions and readings (20%).
- (4) **Final examination** on the entire course content; further details will be provided later (25%).
- (5) Readings and assignment of responsibility to **lead the class discussion; participation** and **attendance** (15%).

Selected Topics:

Policy imperatives and Standards: QCC, Georgia High School Graduation Test, ITBS, NCSS Themes for Social Studies, Standards for History, Geography, Civics, and Economics.

Other imperatives: Multicultural education, Global education, Environmental issues, Critical/higher order thinking, Character/moral/values education, Interdisciplinary planning and teaching.

Planning: Long Range Plans, Goals, Learning Models, Assessment; Short term plans, Objectives, Teacher centered activities, Learner centered activities, grading.

Comprehensive rationale: Nature of the goals and content, Effectiveness of instructional methods, Role of students, Role of teachers in secondary social studies.

Miscellaneous:

Professional expectations: Carefully read and attend to the *Professional Expectations* document you were given in ESOC 2450, in terms of your attendance, performance, and participation in this and your other courses in the program.

Attendance: Notify the instructor of any absence (excused): DO NOT miss class unless it is a dire necessity. It is your responsibility to catch up on notes and handouts after an absence.

Work in assigned groups will be graded accordingly; otherwise you will work alone. Consider that “authorized assistance” constitutes only that allowed by the instructors.

Due Dates for assignments and exams will be announced well in advance.

No food, drink or caps/hats in class.