

**ESOC 4350/6350: Social Science Curriculum in Secondary Schools**  
**ESOC 4360/6360: Teaching Procedures in Secondary Social Sciences**  
**Fall 2007**

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Office hours: By appointment

Class time: Monday, 1:00-4:00 p.m.  
Wednesday, 5:00-7:45 p.m.  
Days: Wednesdays, some Mondays  
Place: Monday: 430 Aderhold Hall  
Wednesday: 625 Aderhold Hall

**Goals:** Learn to plan high quality social studies instruction.

- Utilize a variety of strategies to motivate students to learn.
- Implement effective lesson planning principles and use them to evaluate lessons.
- Plan lessons for both higher and lower cognitive objectives.
- Use a variety of instructional procedures and activities.
- Evaluate student achievement validly and reliably.
- Develop criteria for selecting curriculum content.
- Take positions on curricular issues in the field.
- Identify curriculum materials and resources for teaching.

**Performance Tasks:**

- Develop a course plan
- Develop a unit plan
- Analyze a public issue for teaching
- Develop lesson plans
  - Lecture or demonstration
  - Economic or historical reasoning
  - Economic or historical decision making
  - Value/public issue
- Develop an assessment plan
- Articulate positions on key curricular questions
- Document WebCT assignments
- Present a rationale for teaching social studies

**Specific Course Requirements and Evaluation:**

- Course plan and unit plan – 10%
- Lesson plans – 40%
- Assessment plan – 10%
- Public issue essay – 10%
- Written social studies teaching rationale - 15%
- Final examination – 5%
- Class participation – 10%  
(includes presentations, WebCT documentation, class contributions)

**Note:** The University of Georgia Academic Honesty Policy will be implemented in this course.

**Reading Materials:**

1. ESOC 6360 Electronic Reserves (password: sostcu)
2. WebCT curriculum content modules

**Attendance:** Attendance is expected and will be recorded. This course is preparation for your profession, and attendance is one of the indicators of your sense of professionalism. As a teacher, you will be held accountable for your presence and absence; therefore,

1. If a planned absence is necessary, please discuss it with Dr. VanSickle and
2. If an unexpected absence is necessary, please call or e-mail Dr. VanSickle prior to classtime.

**Tentative Schedule**

| <b>Date</b>     | <b>Topic and Assignment</b>   |
|-----------------|---|
| <b>AUG 20 M</b> | Topic: Introduction, motivation to learn  |
| <b>AUG 22 W</b> | Topic: Influences on teachers' decisions<br>Assignment due for Aug. 22: VanSickle (1996), Evans (2006), Marker & Mehlinger (1992)   |
| <b>AUG 27 M</b> | WebCT: Teaching American government and civics  |
| <b>AUG 29 W</b> | Topic: Knowledge for what?<br>Assign: Read VanSickle (1990), Cheney (2002), Zinn (1994), Engle (1960), Gillespie & Lazarus (1976), Hahn (2001), Hahn (2002); subject matter personal relevance presentation |
| <b>SEP 3 M</b>  | Labor Day - No class  |
| <b>SEP 5 W</b>  | Topic: Instructional objectives and planning; rationales<br>Assign: Instructional objectives; Government/civics resources report  |
| <b>SEP 10 M</b> | WebCT: Teaching history with primary sources<br>Assign: Course outline; Bolick (2006), Singleton & Giese (1998)   |
| <b>SEP 12 W</b> | Topic: Expository instruction<br>Assign: Gage & Berliner (1973), Larkins (1996), Dansereau (1989), Smith (1979); revised set of instructional objectives  |
| <b>SEP 17 M</b> | WebCT: Teaching American history and world history<br>Assign: Primary history resources report  |

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| <b>SEP 19 W</b>      | Topic: Economic reasoning<br>Assign: Schug, Western & Enochs (1997), Caldwell & O'Driscoll (2007); lecture lesson plan  |
| <b>SEP 24 M</b>      | WebCT: Georgia Performance Standards; teaching behavioral sciences<br>Assign: American history resources report   |
| <b>SEP 26 W</b>      | Topic: Historical reasoning<br>Assign: Mayer (1998), Smith & Niemi (2001), Baildon & Damico (2006), Barton & Levstik (2003), Sperry (2006); economic reasoning task                       |
| <b>OCT 1 M</b>       | WebCT: Teaching economics standards 1-10<br>Assign: World history resources report  |
| <b>OCT 3 W</b>       | Topic: Decision making<br>Assign: Singleton & Giese (1998), Hurst & Shepard (1984), Wilen & Phillips (1995), Engle (1960), VanSickle & VanSickle (2003); historical reasoning lesson plan |
| <b>OCT 8 M</b>       | WebCT: Teaching economics standards 11-20<br>Assign: Economics standards 1-10 resources report  |
| <b>OCT 10 W</b>      | Topic: Public issues and values<br>Assign: Evans & Brodkey (1996), Evans, Newmann & Saxe (1996), Newmann & Oliver (1970), Parker (2001); decision-making lesson plan                      |
| <b>OCT 15 M</b>      | WebCT: Teaching discussion-based lessons<br>Assign: Hahn (1996), Hahn (2001), Soley (1996); Economics standards 11-20 resources report  |
| <b>OCT 17 W</b>      | Topic: Multicultural education and diversity in social studies<br>Assign: Banks (2002), Banks (2003), Banks (1993), Ladson-Billings (1997); public issue/value lesson                     |
| <b>OCT 18-19 R/F</b> | Georgia Council for the Social Studies annual meeting at the Classic Center, Athens   |
| <b>OCT 22 M</b>      | WebCT: Teaching geography<br>Assign: Public issues analysis essay   |
| <b>OCT 24 W</b>      | Topic: Cooperative learning<br>Assign: VanSickle (1992), Milson & Downey (2001), individually assigned reading; multicultural education essay   |

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| <b>OCT 29 M</b> | WebCT: Teaching limited English proficiency students<br>Assign: Geography resources report   |
| <b>OCT 31 W</b> | Topic: Role playing<br>Assign: Duncombe & Heikkinen (1990), Turner (1989), VanSickle & VanSickle (2003)  |
| <b>NOV 5 M</b>  | WebCT: Authentic assessment of student learning<br>Assign: Newmann, King, & Secada (1996), Weglage, Newmann & Secada (1996); LEP teaching summary                                  |
| <b>NOV 7 W</b>  | Topic: Simulation gaming<br>Assign: Gillespie (1972 & 1973), Zola & Ioannidou (2000), Berson & Berson (2007)   |
| <b>NOV 12 M</b> | WebCT: Conventional assessment of student learning<br>Assign: Additional readings about authentic assessment - Nickell (1999), Milson & Brantley (1999); Authentic assessment task |
| <b>NOV 14 W</b> | WebCT: Facilitating student learning through reading<br>Assign: Conventional assessment task   |
| <b>NOV 19 M</b> | WebCT: Teaching through student writing<br>Assign: Dimmit & VanCleaf (1992), Koeller (1992); Reading guide   |
| <b>NOV 21 W</b> | Thanksgiving - No class  |
| <b>NOV 26 M</b> | WebCT: Global education<br>Assign: Writing assignment task   |
| <b>NOV 28 W</b> | Topic: Teacher Certification; simulation gaming<br>Assign: Social studies teaching rationale essay   |
| <b>DEC 3 M</b>  | WebCT: GLC, professional organizations   |
| <b>DEC 5 W</b>  | Topic: Next steps, Finding a Teaching Position (Hansing)   |
| <b>DEC 14 F</b> | 3:30 - 6:30 p.m. Final examination   |