

ESOC 4350: The Social Studies Curriculum in Secondary Schools (Fall 2008)

Time: Wednesday, 2:00pm-4:45pm
Room: Aderhold, 626 (Building 1060)

Instructor: Joseph R. Nichols, Jr. (478)335-3694
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The purpose of this course is to help you prepare to teach secondary social studies and design appropriate curriculum that affords both cognitive and affective learning. Together with the companion methods course, ESOC 4360, and your field experience in ESOC 4450L, your work this semester should lay foundation for effective teaching.

Course Objectives

By the end of this course, participants should be able to...

Content and Curriculum

- Demonstrate knowledge of content and modes of inquiry that are central to the subjects they teach (1b).
- Help student make interdisciplinary connections (1e).
- Interpret and create curriculum that reflects state, local, and national content standards (1f).

Learning Environments

- Create an equitable and culturally responsive classroom (3a).
- Organize classroom experiences to promote active student engagement in the pursuit of worthwhile learning (3c).
- Motivate students by providing engaging learning experiences (3e).

Assessment

- Employ different types of assessments based on knowledge of their characteristics, uses, and limitations to promote student growth (4a).
- Use pre-assessment data to develop and support appropriate student learning goals (4b).
- Implement assessments that match instructional goals (4c).
- Involve students in self-assessment to help them develop awareness of their strengths and needs as learners (4d).

Planning and Instruction

- Articulate clear and defensible rationales for curricular and instructional decision-making (5a).
- Develop and implement short and long term instructional plans that progress coherently towards learning goals (5b).
- Value and engage in collaborative planning and instruction (5f).

Professionalism

- Systematically reflect on their own practice to improve teaching and learning (6a).
- Engage in collaborative inquiry (6b).
- Learn from and contribute to professional organizations (6h).

Required Texts

- Ochoa-Becker, A.S. (Ed.). (2006). *Democratic education for social studies: An issues-centered decision making curriculum*. Greenwich, CT: Information Age Publishing.
- Zinn, H. (2003). *A people's history of the United States: 1492-present*. New York: HarperCollins.
- Zinn, H., & Arnove, A. (2004). *Voices of a people's history of the United States*. New York: Seven Stories Press.

- Georgia Performance Standards (9-12)
 - <http://www.georgiastandards.org/socialstudies.aspx>
- NCSS: National Standards for Social Studies Teachers
 - <http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>

- *Other course readings will be provided on WebCT. It is your responsibility to print these out and bring them to class on the day listed.*

Course Requirements / Expectations

1. Teaching Rationale (10 percent) **Due August 27**

Because the program attempts to develop purpose driven teachers, I will collect copy of your teaching rationale (developed in ESOC 2450). It is expected, to obtain the full ten points, that you schedule to meet with me to discuss how to move forward toward a rationale-based teaching practice. Meetings must be scheduled before October 15.

2. Reflection Assignments (25 percent) **See Course Schedule for Dates Due (10 total)**

You will be asked to complete a series of reflections. These assignments will consist of writing analyses of assigned readings focused on questions provided by me and relating the course information to the social studies program standards. Details will be provided in class.

3. Syllabus / Course Plan (10 percent) **Due October 15**

Halfway through the semester you will be expected to turn in a syllabus and course plan relating to your final project. We will discuss different approaches to writing course syllabi and different ways of planning courses effectively. Details will be provided in class.

4. Collaborative Lesson Plan (25 percent) **Due October 1 / November 17**

Collaboration is an important and often overlooked resource available to beginning and experienced teachers. Utilizing the Zinn texts and other appropriate resources, your group will be required to create and share a lesson plan incorporating counter perspectives. Details for both will be provided in class.

5. Curriculum Unit Plan (30 percent) **Due December 3**

The culminating project for the course will be construction and presentation of a plan that details a unit of study in social studies that you might use in your classroom. You will turn in a single unit plan to both me and your methods instructor (this is a shared project); however, the criteria your instructors use to assess your work will be different reflecting individual course goals and objectives. Details will be provided in class.

University of Georgia Grading Scale

A (100-90) / B (89-80) / C (79-70) / D (69-60) / F (below 60)

Grades will be calculated based on the percentages described above and converted to a letter grade on the university's scale. Pluses and minuses will be awarded to more accurately reflect your work.

Attendance and Participation

This course assumes that regular attendance and appropriate participation/preparation reflects one's commitment to the material. Because we only meet once per week, attendance is necessary and expected. If, for a serious reason, you cannot attend a session, it is expected that you contact me as soon as possible (*preferably* in advance). If attendance becomes a problem (more than two *excused* absences), your grade will begin to reflect a 10 percent decrease for each additional absence.

Academic Honesty

All academic work in this seminar, as with all other university work, must meet the standards outlined in "A Culture of Honesty." Each student is responsible for informing themselves about these standards and can find the information at <http://www.uga.edu/ovpi/honesty/acadhon.htm>. It is imperative that you acknowledge the sources of your ideas and that you do not use anyone's exact words without quotation

and citation. This requirement includes any class communication such as list-serve discussions, journaling, and WebCT posts.

Disability and Health-Related Statement

Students with a disability or health-related issue who need classroom accommodation should make an appointment to speak with the instructor as soon as possible.

Electronic Devices

Please turn off all cell phones and other communication devices prior to the start of class. In case of emergency, please inform the instructor of your needs. Although the instructor understands the benefit of coordinating class work through use of laptop computers, use other than that explicitly relating to class materials is prohibited.

Note

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Classroom Research Notification

As a teacher researcher, the instructor routinely collects, analyzes, interprets and reports on data as it concerns his courses. This allows him to improve the way he teaches as well as to add to the body of knowledge about teacher education pedagogy. Data collection methods such as observation, recording of class member exchanges, teacher-initiated journals and field notes, samples of student work are all within the realm of access by the teacher for research purposes, since they constitute accepted practice for understanding about teaching. Any student who prefers that their work in this class not be considered for purposes of research should indicate so in writing to the instructor, who is available and willing to answer all questions about the research.

Reading and Assignment Schedule

Please not that deviation from the course schedule may be made by the instructor and will be announced in class as the situation warrants.

August 20 **Orientation**

- Introductions, Syllabus, Course Expectations

August 27 **Introduction to the Design Process (Some Things to Consider)**

- 2450 Rationales Due
- Georgia Performance Standards (9-12)
- NCSS: National Standards for Social Studies Teachers

September 3 **Laying the Foundation: What does it mean to teach social studies?**

- Reflection 1 Due
- Stanley, W.B. (2005). Social studies and the social order: Transmission or transformation? *Social Education*, 69(5).
- Stanley, W.B., & Nelson, J.L. (1994). The foundations of social education in historical context. In R.A. Martusewicz & W.M. Reynolds, *Inside/out: Contemporary critical perspectives in education* (pp.265-284). New York: Lawrence Erlbaum.

September 10 **Education for Democracy: What Aims are We to Achieve?**

- Reflection 2 Due
- Biesta, G. (2007). Education and the political person: Toward a political conception of democratic education. *Teachers College Record*, 109(3), 740-769.
- Dewey, J. (1996). The democratic conception in education. In W.C. Parker (Ed.), *Educating the democratic mind*, (pp. 25-43). Albany, NY: State University of New York Press. (Original work published in 1916)
- Ochoa-Becker, A.S. (2006). *Democratic education for social studies: An issues-centered decision making curriculum*. Greenwich, CT: Information Age Publishing.
 - Chapter 1: *Democratic Ideas: Implications for Social Studies Curriculum*

September 17 *Encouraging Dialogue, Reducing Silence*

- Reflection 3 Due
- Parker, W.C. (2001). Classroom discussion: Models for leading seminars and deliberations. *Social Education*, 65(2), 11-115.
- Snyder, C. (2008). Sharpening citizenship skills through electronic discussion. *Social Education*, 72(3), 147-151.
- Pezone, M., & Singer, A. (1997). Empowering immigrant students through democratic dialogues. *Social Education*, 61(2).

September 24 *The History Curriculum*

- Reflection 4 Due
- Bain, R.B. (2000). Into the breach: Using research and theory to shape history instruction. In P.N. Stearns, P. Seixas, & S. Wineburg (Eds.), *Knowing, teaching, & learning history: National and International Perspectives*, (pp. 331-352). New York: New York University Press.
- Barton, K.C., & Levstik, L.S. (2008). "It wasn't a good part of history:" National identity and students' explanations of historical significance. In K.C. Barton, & L.S. Levstik (Eds.), *Researching history education: Theory, method, and context*, (pp. 240-272). New York: Routledge.
- Levstik, L.S. (2008). Articulating the silences: Teachers' and adolescents' conceptions of historical significance. In K.C. Barton, & L.S. Levstik, *Researching history education: Theory, method, and context*, (pp. 273-291). New York: Routledge.

October 1 *The History Curriculum (Con't.)*

- Reflection 5 Due
- Boix-Mansilla, V. (2000). Historical understanding: Beyond the past and into the present. In P.N. Stearns, P. Seixas, & S. Wineburg (Eds.), *Knowing, teaching, & learning history: National and International Perspectives*, (pp. 390-418). New York: New York University Press.
- Woyshner, C. (2002). Political history as women's history: Toward a more inclusive curriculum. *Theory and Research in Social Education*, 30(3), 354-380.
- Bain, R.B. (2006). Rounding up the unusual suspects: Facing the authority hidden in the history classroom. *Teachers College Record*, 108(10), 2080-2114.

October 8 ***Designing the Curriculum (Building the Foundation)***

- Reflection 6 Due
- Segall, A. (2004). Blurring the lines between content and pedagogy. *Social Education*, 88(7), 479-482.
- Rubin, B.C. (2007). "Laboratories of democracy:" A situated perspective on learning social studies in detracked classrooms. *Theory and Research in Social Education*, 35(1), 62-95.
- Ocha-Becker, A.S. (2007). *Democratic education for social studies: An issues-centered decision making curriculum, 2nd Edition*. Greenwich, CT: Information Age Publishing.
 - Chapter 2: *The Citizen We Need in a Pluralistic Democracy in a Global Age*

October 15 ***Designing the Curriculum (Building the Foundation)***

- Reflection 7 Due
- Ocha-Becker, A.S. (2007). *Democratic education for social studies: An issues-centered decision making curriculum, 2nd Edition*. Greenwich, CT: Information Age Publishing.
 - Chapter 3: *Democratic Ideas: Implications for Social Studies Curricula*
 - Chapter 4: *The Social Sciences and the Humanities in Citizenship Education: Contributions and Limitations*
 - Chapter 5: *Democratic Decision Making in an Issues-Centered Curriculum*

October 22 ***Designing the Curriculum (Producing the Framework)***

- Reflection 8 Due
- Houser, N.O. (2005). Arts, aesthetics, and citizenship education: Democracy as experience in a postmodern world. *Theory and Research in Social Education*, 33(1), 45-72.
- Hess, D.E. (2002). Discussing controversial public issues in secondary social studies classrooms: Learning from skilled teachers. *Theory and Research in Social Education*, 30(1), 10-41.
- Ocha-Becker, A.S. (2007). *Democratic education for social studies: An issues-centered decision making curriculum, 2nd Edition*. Greenwich, CT: Information Age Publishing.
 - Chapter 7: *The Framework of the Curriculum*
 - Chapter 8: *Democratic Teaching Practices*

October 29 ***Designing the Curriculum (Assessing the Outcomes)***

- Reflection 9 Due
- Martin, L.A. (2007). What middle school students have to say about strategy use in social studies. *Theory and Research in Education*, 35(4), 631-645.
- Ocha-Becker, A.S. (2007). *Democratic education for social studies: An issues-centered decision making curriculum, 2nd Edition*. Greenwich, CT: Information Age Publishing.
 - Chapter 9: *Assessment for an Issues-Centered Decision Making Curriculum*
- Choose one assessment from the following text (on reserve in OIT):
 - Angelo, T., & Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers, 2nd Edition*. San Francisco: Jossey-Bass.

November 5 ***Designing the Curriculum (Implementation)***

- Reflection 10 Due
- Ocha-Becker, A.S. (2007). *Democratic education for social studies: An issues-centered decision making curriculum, 2nd Edition*. Greenwich, CT: Information Age Publishing.
 - Chapter 10: *Implementation at School and Classroom Levels*
 - Chapter 11: *Conditions Needed for an Issues-Centered Decision Making Curriculum*

November 12 ***No Class (CUFA/NCSS)***

- Collaborative Lesson Due (See below)
- Work on reading Zinn texts and creating your collaborative lesson plan. Email the lesson to me no later than Monday, November 17.

November 19 ***Incorporating the Voice of the “Other”***

- Collaborative Lesson Presentations
- Candler, P.T. (2006). Academic freedom: A teacher’s struggle to include “Other” voices in history. *Social Education*, 70(6), 354-357.
- Zinn, H. (2003). *A people’s history of the United States: 1492-present*. New York: HarperCollins.

- Zinn, H., & Arnove, A. (2004). *Voices of a people's history of the United States*. New York: Seven Stories Press.

November 26 ***No Class (Thanksgiving)***

December 3 ***Curriculum Unit Plan Work Day***