

ESOC 4350: Social Science Curriculum in Secondary Schools

ESOC 4360: Methods of Teaching Social Science in Secondary School

Fall 2004

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

Rationale:

The ESOC 4350 curriculum course is one of three courses you are taking this semester to prepare you for your student teaching semester. The curriculum 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 the curriculum 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 from the major social studies subjects of history, geography, civics, and economics.

The ESOC 4360 methods course is another of the three courses preparing you for your student teaching semesters. The methods course is designed to examine effective teaching behaviors including classroom management, planning units of instruction, how to implement a variety of instructional activities, and how to select/created valid and reliable assessment procedures. One of the main goals of the curriculum course is to develop a unit of instruction for a real life social studies class that addresses the Quality Core Curriculum of Georgia, the Georgia High School Graduation Examination, and standards and recommendations from the major social studies subjects of history, geography, civics, and economics.

While both courses are taught together, you will receive separate grades for the ESOC 4350 and ESOC 4360 course. You will also receive a separate grade for the third course you are taking, ESOC 4450, Senior Field Experience. The exact nature of the ESOC 4450 will be given at a later time. However, the activities in all three courses are interrelated and designed to prepare you for your student teaching experiences.

Texts:

Cantu, D. Antonio and Warren, Wilson J. (2003). *Teaching History in the Digital Classroom*. Armonk, NY: M.E. Sharpe.

Percoco, James A. (2001). *Divided We Stand: Teaching About Conflict in U.S. History*. Portsmouth, N.H.: Heinemann.

Other Readings:

Selected scholarly articles from *Social Education*, *Theory and Research in Social Education*, *The Social Studies*, *Educational Leadership* and the like to be distributed in class as supplementary reading assignments.

Georgia QCC Objectives and *Georgia High School Graduation Test* (download from the Georgia Department of Education Web Site: www.glc.k12.ga.us.)

Assignments and Exams:

1. **Group projects:** There will be two major group projects. One involves developing a lesson for teaching geography, economics, civics or world history using the model in the Percoco text. The second project involves using the ideas of learning style and multiple intelligences to teach lessons in a multicultural setting. More details on the exact nature of these two projects will be given later. (30% of Final Grade)
2. **Individual projects:** There will be two individual projects. One involves developing a unit of instruction for a course and topic of your choice as approved by the instructor. The second involves creating an electronic portfolio which you will be able to use as part of your final project during your Student Teaching semester. More details on these projects will be given later in the course (30% of Final Grade)
3. **Midterm examination** covering materials covered in the courses to that point. Guidelines for the examination will be given at the appropriate time. (10% of Final Grade)
4. **Final examination** covering all aspects of the courses will be given as a “take-home” examination. (10% of Final Grade)
5. **Lead class discussions** of assigned readings, **Work in other group presentations, Class participation,** and **Attendance.** (20% of Final Grade)

Selected Topics:

- **Policy imperatives and Standards:** QCC, Georgia High School Graduation Test, Iowa Test of Basic Skills (ITBS) and other standardized test, National Council for the Social Studies (NCSS) Themes, Standards for History, Geography, Civics, and Economics.
- **Other imperatives:** Multicultural education, Global education, Environmental issues, Critical and Creative Thinking, Learning Styles, Character/moral/values education, interdisciplinary curriculum and instruction.
- **Planning:** Long-range plans, Goals, Learning Models, Assessment, Short term plans, Objectives, Teacher-centered instruction, student-centered instruction, Grading.
- **Comprehensive rationale:** Nature of the goals and content, Selection of effective instructional activities, Role of the student, Role of the teacher.
- **Classroom management:** Motivating students, Classroom rules and procedures, Grading procedures, Planning for diversity.
- **Teacher centered activities:** Lecture, Discussions, Seatwork, Films/Videos, Cooperative learning.
- **Student-centered activities:** Discussions, Simulation/Role Play, Local community studies, Case studies, Cooperative learning.
- **Integrating teacher/learner-centered activities:** Critical and Creative Thinking, Character/moral/value education.
- **Assessment:** Classical assessment, Performance (authentic) assessment, Reliability, Validity, Grading.

Miscellaneous:

- **Professional expectations:** Carefully read and attend to the Department of Social Science Education Expectations for Professional Dispositions for Pre-Service Teachers (Final Version 12/5/2002) in terms of your attendance, performance, and participation in this and you other courses in the program.
- **Attendance:** Notify the instructor of any absence, especially and excused absence. DO NOT miss class unless it is a dire necessity. It is your responsibility to catch up on note 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 instructor.**

- **Due Dates** for assignments and examinations will be announced in advance.
- **Academic Honesty Policy:** The University of Georgia's honor code will be upheld in this course. The student honor pledge is: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." For more detailed information, see: www.uga.edu/ovpi/academic_honest/culture_honesty.htm.