

ESOC 4350: Social Science Curriculum in Secondary Schools

ESOC 4360: Methods of Teaching Social Science in Secondary School

Spring 2006

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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 that include a focus on addressing local, state and national standards.

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 lesson plans for a real life social studies class that are based on a sound rationale while also addressing local, state and national standards.

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 by the instructor for that course. However, the activities in all three courses are interrelated and designed to prepare you for your student teaching experiences.

Texts:

Ronald L. Partin (2005). *Classroom Teacher's Survival Guide* (Second Edition). San Francisco, CA: Jossey-Bass – Wiley Imprint.

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

Harvey F. Silver, Richard W. Strong, and Matthew J. Perini (2000). *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development.

Robert J. Marzano, Debra J. Pickering, Jane E. Pollock (2001). *Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Other Readings:

Selected scholarly articles from *Social Education*, *The Social Studies*, *Educational Leadership* and the like to be distributed in class or using WEBCT.

Georgia QCC Objectives, *Georgia Performance Standards* 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 three group projects. The first project involves making a presentation to the class based on one of the chapters in the Percoco text. The second project involves demonstrating how to use the ideas from Percoco to teach other social studies subject areas of World

History, Civics, Economics and Geography. The third project involves creating assessments for a unit of instruction that includes both traditional and authentic assessment procedures. More details on the exact nature of these three projects will be given later. **(30% of Final Grade)**

2. **Individual project:** There will be one individual project involving three components. You will create an electronic portfolio which simulates the final product you will be expected to prepare during your Student Teaching semester. This includes a template for the portfolio using either PowerPoint or LiveText, a unit plan and a series of reflections describing how you have achieved the six components of the Department's Professional Standards. More details on this project 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. **(20% 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. **Class participation and Attendance. (10% of Final Grade)**

Selected Topics:

- **Policy imperatives and Standards:** QCC, GPS, Georgia High School Graduation Test, 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.
- **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:

- **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."

ESOC 4350 and ESOC 4360
Tentative Course Outline – Spring 2006
Mondays and Fridays 1:25PM - 4:25PM

| Date | Topic | Assignment |
|----------|--|-------------------------------|
| 1/9 | Introduction to Course | |
| 1/13 | Effective Teaching Behaviors | Partin Text |
| 1/16 | Martin Luther King Holiday = No Class | |
| 1/20 | History of Social Studies | |
| 1/23 | Background – National and State Standards | Readings WebCT |
| 1/27-30 | Planning for Instruction | Silver & Marzano Texts |
| 2/3-6 | Work on Group Project 1- Percoco | Percoco Text |
| 2/10-13 | Presentation of Group Project 1 | |
| 2/17-20 | Critical Thinking Skills | |
| 2/24 | Teaching History and Social Sciences | Readings WebCT |
| 2/27-3/3 | Work on Group Project 2 | |
| 3/6 | Presentation of Group Project 2 | |
| 3/10 | Test 1 | |
| 3/13-17 | Spring Break | |
| 3/20 | Powerful Teaching and Learning/ Rationales and Reflections on Departmental Standards | Readings WebCT |
| 3/24-27 | Assessment and Grading | Partin Text |
| 3/31 | Work on Group Project 3 | |
| 4/3 | Presentation of Group Project 3 | |
| 4/7 | Multicultural Education | Readings WebCT |
| 4/10-14 | Other Critical Issues in Teaching Social Studies/ Individual Projects – Electronic Portfolios | Readings WebCT Partin Text |
| 4/17-21 | Work on Individual Projects | |
| 4/25-28 | Presentation of Individual Projects | |
| 5/1 | Final Wrap-Up | |
| 5/5 | Final Examination – 12:00 – 3:00PM | |