

ESOC 4350: Social Science Curriculum in Secondary Schools

ESOC 4360: Methods of Teaching Social Science in Secondary School

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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 with a focus on addressing the Quality Core Curriculum and new Performance Standards of Georgia, the Georgia High Stakes testing, 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 lesson plans for a real life social studies class that addresses the Quality Core Curriculum and Performance Standards of Georgia, the Georgia High Stakes testing, 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 y 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*, *Theory and Research in 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. One involves developing a lesson for teaching about a selected ethnic group. The second project involves making a presentation to the class based on one of the chapters in the Percoco text. The final project involves teaching the class about effective classroom practices (Marzano, *et. al.* text) or learning style and multiple intelligences (Silver, *et. al.* text). 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 creating an electronic portfolio which simulate the final product you will be expected to prepare during your Student Teaching semester. 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, 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:

- **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.