C&I 428.01: Teaching Social Studies in the Middle and Secondary School

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C&I 428 – Teaching Social Studies in the Middle and Secondary School  
Autumn 2002  
Instructor: Professor Jean Luckowski  
Office: ED 303 (243-5054)—jal@selway.umt.edu  
Office Hours: MWF 8-9 a.m.; TTH 2-4 p.m.; and by arrangement

Course Purpose:

This course and the field experience that goes with it help you make connections between what you know about history and the social sciences and how to teach that knowledge successfully to middle and secondary students. You will work with social studies curriculum standards and a variety of methods and resources used in teaching social studies. My goal is to help you prepare for a successful student teaching experience.

Required Texts:

A faculty pack, available from the UC Bookstore

Course Objectives:

Following this course, you should be able to:

• Appreciate the responsibility of the social studies teacher in the development of democratic citizenship among American youth;
• Identify the knowledge base of the social studies curriculum;
• Explain the goals and major approaches to social studies education;
• Describe the organization of social studies curriculum models in Montana and nationwide;
• Design effective social studies lessons within a thematic context;
• Plan instruction that specifically develops within young people the methods of inquiry used in history and the social sciences;
• Distinguish among major approaches to values education;
• Develop familiarity with a variety of teaching techniques and a variety of print and non-print social studies instructional resources and materials; and
• Recognize and plan for the needs of and differences among middle and secondary learners.

Instructional Notes:

I have organized C&I 428 as a demonstration and discussion course. We will investigate significant issues facing social studies teachers and participate in as many teaching activities as time allows, including problem solving, interpreting primary sources, and debate. The success of our work, particularly our discussion, depends on the quality of your preparation for each class. With this in mind, I expect everyone to be prompt to class, participate appropriately in discussion and activities, and read assigned material in preparation for each class. Please feel free to discuss with me early drafts of assignments. I try to be aware of the special needs of individuals as well as the needs of the group. If you require some accommodation, I encourage you to discuss that with me.
Course Requirements and Evaluation Criteria:

I expect all assignments printed on a letter-quality printer. Assignments are due by 5:00 p.m. on the specified day but I accept late assignments with one letter grade deducted for each day late. I determine grades by judging each assignment against a set of criteria, as indicated for that assignment. Note that each written assignment includes evaluation of the quality of the writing. Excellent work earns a point value between 90-100%; good work, 80-90%; and fair work, 70-80%. I return for revision any work judged to be less than fair in quality. Attendance and participation are worth a total of 27 points (one point per class day) toward the final grade. November 5 and 28 are campus holidays.

1. Professional resume. Prepare a resume suitable for inclusion in your student teaching application and professional portfolio. Samples and suggestions are available through UM’s Career Services Office. Bring a polished draft to class September 5; final version is due September 10. The assignment counts a maximum of 10 points.

2. Professional portfolio. This portfolio is the same document required at the end of your student teaching semester. Prepare in a format suitable for job interviews the following:

   a. resume;
   b. essay for admission to the Teacher Education (or graduate) Program;
   c. professional goals following C&I 200;
   d. evidence of completion of two community-based, volunteer experiences;
   e. best piece of academic work completed within your teaching field(s) and a reflective essay on how it connects with your future teaching;
   f. reaction paper concerning your participation in at least one professional conference, teacher in-service workshop, or policy meeting (done with October MCSS meeting);
   g. goals for student teaching (done at the end of C&I 301/302);
   h. outline of your plan for classroom management at the start of student teaching;
   i. statement of your plan for integration of technology in your student teaching;
      (The remaining elements of the portfolio cannot be completed until you student teach, but make a place for each in the portfolio now.)
   j. two self-critiques, from video tapes, during student teaching;
   k. mid-term reflective essay during student teaching;
   l. assessed, representative samples of your students’ work; and
   m. final reflective essay at the end of the student teaching semester summarizing your views on teaching and learning.

Criteria for evaluation are:

- inclusion of all required elements;
- quality of analysis in reaction and response essays, and
- ease of use and professional appearance of the portfolio.

Due September 26, the portfolio will count a maximum of 20 points.
3. Reaction paper. Attend a minimum of three hours of presentations at the annual meeting of the Montana Council for the Social Studies at Sentinel High School, October 17-18. Prepare a reaction paper that includes a summary of the sessions you attended and a statement of your observations about professional development among teachers. Finish with your thoughts on topics you think MCSS should try to include on its next conference program.

Criteria for evaluation of the reaction paper are evidence of:
- conference attendance;
- thoughtful observation; and
- clear writing.

Due October 24, the reaction paper counts a maximum of 25 points. Double space and limit to 500 words.

4. Two-week thematic unit outline. Select a social studies curriculum unit theme (e.g., the U.S. Constitution, Migrations, Medieval Europe, or Sense Perception) and outline a plan to teach it at the grade level of your choice. You will use this same topic for the two lesson plans and the book review assignments that follow. Include in the outline:

a. What you want to accomplish: a realistic set of knowledge, skills, and values goals (one or two each) related to that theme;
b. Why the unit is worthwhile: a one paragraph rationale for teaching the unit;
c. How you will teach the unit: an outline of two-weeks’ lessons, with activities, that you will use to achieve the unit’s goals (include at least one major idea, skill, or value to be taught in each lesson listed, number of lessons will range from 5 to 10);
d. What you will use to teach the unit: a list of three of the strongest resources appropriate to the topic and age, with full citation for each; and

e. How you will know if you have been successful: a brief statement of how you will evaluate the unit.

Criteria for evaluation are your ability to:
- identify significant knowledge, skills and values goals;
- explain why the unit should be taught;
- identify substantive, motivating lessons;
- find effective resources to teach the unit;
- explain how the unit might be appropriately evaluated; and
- write clearly and concisely.

One page draft showing topic, concepts, rationale, and connections to the grade level curriculum due October 8. Completed unit outline due November 21. Single space this assignment and limit finished unit plan to five pages. The assignment counts a maximum of 50 points.
5. Two lesson plans. Write two detailed lesson plans from your unit that include but are not limited to the objectives, methods or activities, evaluation and resources appropriate for an individual lesson. The first lesson will include use of at least one primary source and is due **October 22**. The second lesson plan will include a student writing assignment and is due **November 7**. Criteria for evaluation are evidence of:

- a. quality and specificity of the content;
- b. appropriate use of primary source or writing assignment;
- c. thoroughness and coherence; and
- d. clear and concise writing.

Each lesson plan counts a maximum of 20 points. Single space this assignment and limit each lesson plan to 2 pages, excluding any student hand-outs. Attach any materials you will give to your students. Each lesson should be *complete and ready to use* by anyone else in this class.

6. Book talk and review on a non-textbook piece of literature related to your unit topic. In both assignments, focus on the value of the book you chose in engaging the learner, providing multiple perspectives, and meeting different student needs. Include reference to one published review of the book. Give me the title and author of your book by **November 14**.

Criteria for evaluation of these assignments are:

- a. quality of analysis;
- b. evidence of usefulness to you as a teacher; and
- c. clarity of expression.

Limit your written review, due **December 3**, to 500 words. The book review will count a maximum of 25 points. Book talks will take place the week **December 10** and during the final session, **December 19**, 10:10 to noon. The book talk will count a maximum of 20 points.

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**Summary of requirements:**

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<thead>
<tr>
<th>Attendance</th>
<th>27 points</th>
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<tbody>
<tr>
<td>Resume</td>
<td>10 “</td>
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<tr>
<td>Portfolio</td>
<td>20 “</td>
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<tr>
<td>MCSS paper</td>
<td>25 “</td>
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<tr>
<td>Unit outline</td>
<td>50 “</td>
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<tr>
<td>Two lesson plans</td>
<td>40 “</td>
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<tr>
<td>Book review</td>
<td>25 “</td>
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<tr>
<td>Book talk</td>
<td>20 “</td>
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217 points total

**Grading scale for the course:**

- A = 195 - 217
- B = 174 - 194
- C = 152 - 173
- D = 130 - 151
- F = below 130
C&I 428 readings, listed generally in order of use in class:


_______“28-Nation Study: Students’ Grasp of Civics is Mixed.” *Education Week*, 21 March 2001, 1, 14.


Peabody, Bruce G. “In the Wake of September 11: Civil Liberties and Terrorism.” *Social Education* 66 (March 2002): 90-95.


Baines, Lawrence A. and Gregory Stanley. “‘We Want to See the Teacher’ Constructivism and the Rage Against Expertise.” *Phi Delta Kappan* 82 (December 2000): 327-330.


