Fall 9-1-2006

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

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Instructor
Jean Luckowski, ED 303, 243-5054, jeann.luckowski@mso.umt.edu
Office Hours: MWF 9-10 a.m.; M 1-3 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.

Course goals
Upon completion of the course, if you have been an active participant, you should be able to:
• Accept responsibility 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 instruction;
• Plan instruction in the methods of inquiry in history and the social sciences;
• Plan instruction in consensus, political values;
• Use a variety of teaching techniques, resources, and materials; and
• Recognize and plan for the needs of middle and secondary students.

Required text and materials
Course pack, in the UC Bookstore
Professional development portfolio

On reserve in the library

Instructional Notes
I have organized C&I 428 as a demonstration and discussion course. We will investigate social studies issues and participate in as many teaching activities as time allows. We will engage in peer review of several tasks during the semester. Assignments are short and practical but frequent; please keep careful track of due dates. 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. We will have no class on October 19, November 7, November 23, and November 30. Our last class session is Monday, December 11, 10:00 – 12:00 PM.
I encourage use and adaptation of teaching ideas, examples, or materials from other sources, including the Internet. Be sure to note them, giving full citations. Assignments are due by 5:00 PM on the specified day but I accept late assignments with one letter grade deducted for each day late. Note that each written assignment includes evaluation of the quality of writing.

**Graduate Students**
The Graduate School assumes that graduate students are taking this course for graduate credit. Please see me to discuss the graduate project required for graduate credit. If you do not want graduate credit, see Laura Riddle in the Graduate School. She will delete graduate credit for this course only.

**Course Requirements**

**Attendance and active participation.** Thirty points possible. I keep track of who is on time, engaged, participating, and volunteering in discussion.

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**Professional resume.** Prepare a resume suitable for inclusion in your student teaching application and portfolio. It should be accurate, succinct, and easy to read. Samples and suggestions are available through UM’s Career Services Office. Bring a polished draft to class **August 31** for peer review; final version is due **September 5**. Fifteen points possible.

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**Essay.** Respond to the following question: What is the proper balance an educator should strive to achieve in teaching young people to be critical thinkers and good citizens? Connect your views to the Campbell article, “Vote Early, Vote Often: The Role of Schools in Creating Civic Norms” in the Course Pack. Criteria for evaluation are evidence of:

- quality of analysis;
- evidence of reflection on the ideas in the Campbell article; and
- clear, concise writing.

Double space and limit to 500 words. The assignment is due **September 21**. Twenty-five points possible.

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You will select a grade level, course, and unit topic for use in all remaining assignments, e.g., 12th grade American government: The Presidency; 10th grade world history: Comparative Religions; or 8th grade American history: Developing the New Nation.

**Unit rationale and goal statement.** With your unit topic in mind, write a set of knowledge, skills, and values goals. Follow the goals with a one-paragraph rationale for teaching the topic as a unit. In other words, tell what you hope to accomplish and why it is important. A strong rationale does not assert that a given unit theme is important; it argues why that is the case. Include the pertinent MCPS social studies curriculum standards. Criteria for evaluation are evidence of:
• an appropriate theme for the grade and course selected;
• identification of significant knowledge, skills, and values goals;
• convincing explanation of why the goals are worthwhile;
• connection with MCPS standards; and
• clear, concise writing.

Single space and limit to one page. Bring a polished draft to class September 26; final version is due September 28. Twenty-five points possible.

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Two lesson plans. Each lesson plan, from the unit topic selected, should be a brief statement of objectives, methods or activities, evaluation, and resources. Each lesson plan should use at least two strategies from the Link to the Past book, on reserve. Use the sample lesson plans in that text to guide your work. Criteria for evaluation are evidence of:
• quality and specificity of the content;
• appropriate use of at least two teaching strategies;
• inclusion of objectives, methods, evaluation, and resources; and
• clear, concise writing.

Single space this assignment and limit to two pages, excluding any student hand-outs. Attach any materials you will give to your students. Each lesson should be complete and ready to use. Bring a polished draft of the first lesson plan to class October 12; final version is due October 17. Bring a polished draft of the second lesson plan to class October 31; the final version is due November 2. Twenty-five points possible for each lesson plan.

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Practice instruction. Select a specific idea or skill from your unit and teach it to the class. Include at least one visual resource, e.g., photo, map, cartoon, or outline. Class members will apply an evaluation rubric. Criteria for evaluation are evidence of:
• substantive ideas or skills specific to unit topic;
• effective organization, including use of time (approximately 10 minutes); and
• energy and professional appearance.

We will schedule these throughout the semester, beginning October 3. Twenty-five points possible.

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Basic teaching tasks. With your unit topic in mind, select and complete three tasks from the following list:
1. Select a pertinent movie or novel and explain how you will use it. Be specific about logistics, limitations, and assessment.
2. Write a test, including a variety of types of questions. Provide answers and how to score the test.
3. Design a writing assignment. Be specific about instructions and assessment.
4. Outline a chapter in the student text showing key elements and how you will teach them.
Criteria for evaluation are evidence of:

- quality and specificity of completed task and
- clear, concise writing.

Bring a polished draft of the first task **October 3**; final version due **October 5**. Second task is due **October 26**; third task is due **November 16**. Twenty points possible for each task.

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**Unit overview.** By the end of the course you will be ready to write a concise, practical unit overview. Note grade level, course, and number of days required. List the major ideas, skills, and values to be taught, with brief rationale. Give a summary of the methods you might use and list at least two key resources. Note major challenges and how you will address them. Criteria for evaluation are evidence of:

- substantive, grade-level knowledge, skills, and values;
- practical, thoughtful planning; and
- clear, concise writing.

Double space and limit to two pages. Due **November 28**. Twenty-five points possible.

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**Professional development portfolio.** This is the portfolio I (or your advisor) will evaluate at the end of your student teaching semester. Include 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;
g. goals for student teaching (completed 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 evidence of:

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

The portfolio is due **December 5**. Twenty points possible.
### Grading

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<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Resume</td>
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<tr>
<td>Essay</td>
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<tr>
<td>Goals/rationale</td>
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<td>Lesson plans</td>
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<td>Practice instruction</td>
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<tr>
<td>Teaching tasks</td>
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<tr>
<td>Unit overview</td>
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<td>Portfolio</td>
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270 points total

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<td>B+ = 235-242</td>
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<td>B = 224-234</td>
<td>B- = 216-223</td>
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<td>C+ = 208-215</td>
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<tr>
<td>C = 197-207</td>
<td>C- = 189-196</td>
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### Course readings


