Fall 9-1-2007

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

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Autumn 2007
C&I 428 – Teaching Social Studies in the Middle and Secondary School

Instructor
Jean Luckowski, 243-5054, jean.luckowski@mso.umt.edu
Office: ED 303; Hours: Monday 2-4 pm; Tuesday/Thursday 9:30-11 am; and by arrangement

Course purpose
This course and the field experience that goes with it are intended to help you connect your knowledge of history and the social sciences with successful teaching of 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 distinctive needs of middle and secondary students.

Required text and materials

Professional development portfolio

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 many tasks during the semester. Assignments are short and practical but frequent. Practice an important teacher skill: stay organized. 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 18 and November 22. Our last class session is Thursday, December 13, 10:00 – 12:00 pm.

I encourage adaptation and use 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 Ann Guiditta in the Graduate School. She will delete graduate credit for this course only.

**Course Requirements**

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

**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 30 for peer review; final version is due September 4. Ten points possible.

**Essay.** Read Chapter 8 in our text and respond to the following questions: What is the proper balance in teaching young people to be critical thinkers and good citizens? How should a social studies teacher try to promote informed, responsible citizenship? What are the specific characteristics of a good citizen and examples of appropriate actions of a teacher in promoting good citizenship? Criteria for evaluation are evidence of:

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

Double space and limit to 500 words. The assignment is due September 13. Twenty-five points possible.

Early in the semester, 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: The American Revolution.

**Unit rationale and goal statement.** With your unit topic in mind and consulting the California Social Science Standards and the Missoula County Social Studies Curriculum, compile 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. Indicate the pertinent California and MCPS standards used. 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;
- effective use of the CA and/or MCPS standards; and
- clear, concise writing.

Single space and limit to one page. Bring a polished draft to class September 25; final version is due September 27. Twenty-five points possible.

California:  [www.cde.ca.gov](http://www.cde.ca.gov)
Missoula County: [www.mcps.k12.mt.us/portal](http://www.mcps.k12.mt.us/portal)
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:

- specific, substantive idea or skill from your unit;
- effective organization, including use of time (approximately 10 minutes); and
- energy and professional appearance.

We will schedule these throughout the semester, beginning October 9. Twenty-five points possible.

Basic teaching tasks. With your unit topic in mind, complete each of the tasks listed below. We will engage in peer review of each one. Bring three copies on the scheduled day.

1. Read pp. 47-53 in our text. Select a pertinent movie or novel and explain why and how you could use it. Be specific about objectives, logistics, assessment, and possible limitations.
2. Read pp. 78-86 in our text. Describe in detail a whole-class discussion and a set of related questions you could use. Explain potential problems and how you would prevent or respond to them.
3. Read Chapter 5 of our text. Write a test, including at least three types of questions. Provide answers and how to score the test.

Criteria for evaluation are evidence of:

- quality and specificity of completed task;
- evidence of reflection on ideas in the Chapin text; and
- clear, concise writing.

Polished draft of task one due: October 4; final version due: October 11.
Polished draft of task two due: October 23; final version due: October 25.
Polished draft of task three due: November 1; final version due November 6.

Double space this assignment. Twenty points possible for each task.

Lesson plan. Write a formal lesson plan for your unit. Include a brief statement of objectives, methods or activities, evaluation, and resources. Use at least two teaching strategies from our text. Criteria for evaluation are evidence of:

- quality and specificity of the content;
- appropriate use of at least two teaching strategies from the Chapin text;
- 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. It should be complete and ready to use. Attach any materials you will give to your students. Bring a polished draft of the plan to class November 8; final version is due November 13. Twenty-five points possible.

Unit overview. By the end of the course you will be ready to write a concise, practical two-week-unit overview. Note grade level, course, and number of lessons. List the major ideas, skills, and values to be taught, with brief rationale. Outline two weeks’ lessons, indicating methods and assessment. List key resources. End with major challenges you anticipate and how you will address them. Criteria for evaluation are evidence of:

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

Single space this assignment and limit to four pages. Due November 27. Fifty points possible.
**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. 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. classroom management plan;
- i. use of technology in a lesson plan;
  (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 listed above;
- quality of analysis in reaction and response essays; and
- ease of use and professional appearance of the portfolio.

The portfolio is due **November 29**. Twenty points possible.

**Grading**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30</td>
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<tr>
<td>Resume</td>
<td>10</td>
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<tr>
<td>Essay</td>
<td>25</td>
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<tr>
<td>Goals/rationale</td>
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<td>Practice instruction</td>
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<td>Teaching tasks</td>
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<td>Lesson plan</td>
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<td>Unit overview</td>
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<tr>
<td>Portfolio</td>
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</tbody>
</table>

270 points total

A = 251-270 points  
A- = 243-250  
B+ = 235-242  
B = 224-234  
B- = 216-223  
C+ = 208-215  
C = 197-207  
C- = 189-196