

COURSE SYLLABUS – Fall 2005

- 1. Course Prefix and Number:** CUI 553-01 (Tuesday 5:00 – 7:50, Curry 303)
- 2. Course Title:** Teaching Practices and Curriculum in Social Studies
- 3. Credits:** 03
- 4. Course Prerequisites/Corequisites:** CUI 450 or 669, 545 and admission to teacher education; CUI 470 or 535 or permission of instructor.
- 5. For Whom Planned:** Required for secondary social studies program students (undergraduate and M.Ed. Classroom Practice Track program students).
- 6. Instructor Information:**

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Office hours: Monday 11:30-4:30 p.m.; Tuesday 9-11 a.m., Wednesday and Thursday 2-4 p.m.

7. Course Purpose/Catalog Description: Organization of social studies in secondary schools; classroom methods, techniques, and activities; teaching materials; and assessment.

8. Teachers Academy Conceptual Framework Mission Statement: The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

9. Course Goal and Learning Outcomes: CUI 553 focuses on the teaching of high school social studies and the disciplines from which social studies content is drawn; This course will: (a) enable you to select, integrate, and translate the content and methods of investigation associated with core disciplines related to teaching social studies; and (b) allow you to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to also use them in variety of settings involving students with diverse backgrounds, interests, and abilities. [NCSS (2000) *Standards for Social Studies Teachers*, Programmatic Standard 1.]

Candidate Outcomes [NCSS (2000) *Standards for Social Studies Teachers*, Pedagogical Standards]:

1. LEARNING AND DEVELOPMENT

Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support the learner's intellectual, social, and personal development.

2. DIFFERENCES IN LEARNING STYLES

Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches of learning by diverse learners.

3. CRITICAL THINKING, PROBLEM SOLVING, AND PERFORMANCE SKILLS

Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

4. ACTIVE LEARNING AND MOTIVATION

Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation.

5. INQUIRY, COLLABORATION, AND SUPPORTIVE CLASSROOM INTERACTION

Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels the verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

6. PLANNING INSTRUCTION

Social studies teachers should possess the knowledge, capabilities, and dispositions to plan instruction at the appropriate school levels based on their understanding of subject matter, students, the community, and curriculum goals.

7. ASSESSMENT

Social studies teachers should possess the knowledge, capabilities, and dispositions to use formal and informal assessment strategies at the appropriate school levels to evaluate and ensure the continuous intellectual, social, and physical development of learners. They should be able to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies.

8. REFLECTION AND PROFESSIONAL GROWTH (Applies to Graduate Students)

Social studies teachers should possess the knowledge, capabilities, and dispositions to develop as reflective practitioners and continuous learners.

9. PROFESSIONAL LEADERSHIP

Social studies teachers should possess the knowledge, capabilities, and dispositions to foster cross-subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being.

10. Attendance, Participation, and Professionalism: In this class, we will create a community of reflective learners. In all aspects of our communications with one another, we will remain professional and helpful. In my role as a facilitator, I will guide and support your learning; however, you are ultimately responsible for your learning in this course. All class members will abide by the UNCG Academic Integrity Policy as well as the UNCG Student Code of Conduct. The integrity policy may be viewed and downloaded at the following URL: <http://studentconduct.uncg.edu/policy/academicintegrity/>. The Code of Conduct may be viewed and downloaded from: <http://studentconduct.uncg.edu/policy/code/>. You are expected to attend and actively participate in all class sessions, as your contributions are invaluable to the learning of all class members. If you must be absent for any reason please notify me by phone or email prior to your absence. More than one 3-hour absence from class will result in a lowered course grade, as it is impossible to make up total class time missed in terms of class interaction and discussion. Nevertheless, you are responsible for material covered during absences. It is also your responsibility to submit documentation that substantiates your efforts to deal with any absences. You are expected to submit all assignments on time, to arrive on time to each class, and to come to class prepared. Lack of preparation (i.e., not completing reading assignments or other non-graded assignments) will adversely affect your grade for this course.

11. Evaluation Methods and Assignments: The allocation of course assignments is noted below with general descriptions to follow; detailed instructions and rubrics will be distributed well in advance of the assignment's due

date. Please make sure all papers are word-processed, spell-checked, checked for grammatical errors, and double-spaced. Papers must also conform to the APA Handbook (5th Ed.) guidelines. Deductions will be taken on late assignments. Most of the assignments will become a part of your teaching/technology portfolio. We will start putting your portfolio on-line towards the end of this course, using Task Stream (more information regarding this electronic portfolio tool is included at the end of the assignment descriptions). All material for this course should be kept in a course notebook that should be brought to each class session. Please bring the NCSCOS and NCSS text to each class meeting; bring other required books as indicated.

Undergraduate	%	Graduate	%
Internship	25	Internship	20
Pedagogical Content Knowledge	25	Pedagogical Content Knowledge	20
Reflection/Professional Growth	25	Reflection/Professional Growth	20
Critical Performance	25	Critical Performance	20
		Action Research Project	20

INTERNSHIP

Internship Attendance

As part of CUI 553, you will be required to complete a field experience component of a minimum of 50 hours (5 hours per week) in an assigned high school social studies classroom. Details regarding your placement and obligations will be provided early in the semester. You may count time spent observing classes as well as time spent working with the cooperating teacher or students before/after school or during the teacher's planning period. You will keep a log of your hours and activities to be turned in periodically. This log will be used to document the set of activities designed to acclimate you to the teaching profession and the particular school where you will be student teaching.

Student Interviews/Summary Report

Initial licensure candidates will complete this assignment in your internship. Lateral entry teachers will complete this assignment in your school setting. You will interview three students regarding their perspective on social studies and, more specifically, the social studies discipline studied in your class and its related concepts. The interviews can be completed individually or in a group setting. Prepare a list of questions and use this list as a guide for the interview. The interview should attempt to focus on what social studies means to the students and how they view select social studies concepts -- such as freedom, rights versus responsibilities, citizenship, liberty, peace, respect, equality, etc. For this assignment, you will submit the questions you generated, student responses, and a brief (1 - 1 1/2 page) summary that should include your reaction to the interview results.

PEDAGOGICAL CONTENT KNOWLEDGE

Connecting Theory and Practice: Review of Articles

Select three articles from appropriate practitioner journals that will help you teach particular topics in your classroom. Choose articles that will correspond to content objectives for a specific social studies subject area/grade level (hint: think ahead to your Lesson Plan and Unit Outline). You will need to summarize the three articles and discuss how you will use them to inform your teaching of specific social studies concepts.

Web-Based Social Studies Lesson Plans Aligned with NC SCOS

Search the Web for 3 social studies lesson plans for teaching a specific high school course (World History, Civics/Economics, U.S. History). You must select one lesson that addresses each of the following: (a) teaching diverse learners (students with exceptionalities or English language learners), (b) multicultural content (class, gender or race/ethnicity), and (c) instructional technology. You will need to review each lesson based on our class materials and discussions. You must attach the three lesson plans to your review.

Collaborative Lesson Plan and Teaching Presentation Participants will collaborate on the planning, development, and teaching of a single lesson. Collaboration will be based on grade level and subject matter content. Basic principles covered within our course regarding social studies planning will be stressed. Presentations should be 35-45 minutes in length and include the teaching of knowledge, skills, and values and should involve our CUI 553 members as "classroom students" in meaningful, integrative, active, challenging, and value-based teaching.

Unit Outline

Each participant will develop a teaching unit outline related to the subject or one of the subjects in which you will be student teaching. The unit should focus on any one or more of the NCSS Curriculum Themes, be aligned with

the appropriate NC Standard Course of Study Requirements for secondary social studies, and integrate literacy and technology as well as any other 9-12 subject matters (mathematics, science, foreign language, etc).

Technology Portfolio Specific Assignment: Classroom Technology Application Plan (Satisfies NETS 1, 2 & 5)

You will have to develop an essay regarding how you plan to use the technology available to teach your students during student teaching and your first year of teaching; or next semester and next year for lateral entry teachers. Describe the hardware and software resources available to use at the classroom and school levels. Use this information as the basis for projecting what you can do during student teaching (or next semester for lateral entry teachers). For your first year of teaching assume that you have at least one computer and printer in your classroom that is Internet-wired and you have access to a computer lab with 15 computers. Remember to base your plans on the grade levels you hope to teach and to ground your plans in the North Carolina Computer/Technology Skills curriculum for those grade levels (see <http://www.ncpublicschools.org/curriculum/computer.skills/index.html> for a listing of these skills.

REFLECTION/PROFESSIONAL GROWTH

Philosophy of Teaching Social Studies

You will write a 7-10 page paper explaining your philosophy of teaching social studies. Included in your philosophy will be a description of your epistemological, ontological, and axiological assumptions as well as the sources of these assumptions. You will also explain how you plan to teach social studies (your overall methodology) and how this approach will benefit your students.

Class Reflections

To be emailed to me within 24 hours of the end of each class meeting. In essence, I want you to respond to the following question:

*** How did today's class help you as a teacher?

Online Reading Responses

The course readings include the text, NCSS readings, NC Standard Course of Study Requirements for the Social Studies, and assigned articles. Written responses are required for some readings and are to be completed via the UNCG Blackboard web page. Participants may activate their Blackboard accounts online at <https://blackboard.uncg.edu/webapps/login>. Discussion prompts will be provided and thorough reactions are expected. In addition, you are to react to the comments of your peers as well. This forum should provide an opportunity to actively engage in dialogue outside of traditional classroom setting as well as lead to additional inquiry areas to be addresses during our regular class meetings.

CRITICAL PERFORMANCE: You will have to teach a short lesson or an activity from a lesson to the whole class or a small group of students in your internship placement. You will need to consult with your cooperating teacher in developing an appropriate lesson or activity (one that is aligned with your cooperating teacher's plans for this semester). You will need to complete an assessment of the design and implementation of the lesson or activity, using the Critical Performance Rubric. You will also be assessed by me and your cooperating teacher.

ACTION RESEARCH PROJECT (M.Ed. candidates only): In consultation with me and your cooperating teacher, you will have to design and implement an action research project that focuses on 1-3 low performing students. You will need to collect data over a 3-4 week period and submit your research report by the end of the semester.

TASKSTREAM ELECTRONIC PORTFOLIO: You will have to purchase a TaskStream account for either one year (approximately \$39) or two years (approximately \$65). This is the UNCG Teacher Education assessment system tool; the electronic teaching and technology portfolio is one component of this system. You will begin compiling your portfolio on-line towards the end of this course. The portfolio will be evaluation about midway through the student teaching semester. The portfolio is a licensure requirement—that is, you can not be recommended for licensure until your portfolio has passed review.

12. Required Text(s)/Readings/References:

National Council for the Social Studies Task Force on Curriculum Standards for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for social studies: Bulletin 89*. Washington, DC: NCSS.

National Association of Secondary School Principals. (2004). *Breaking ranks II*. Reston, VA: NASSP.

North Carolina Department of Public Instruction. (2001). North Carolina Department of Public Instruction. (2001). *Social studies standard course of study and grade level competencies*. PDF file may be downloaded from: <http://www.ncpublicschools.org/Curriculum/socialstudies/2003-04/socialstudies.pdf>. THESE SECTIONS SHOULD BE PRINTED FOR USE IN CLASS: TABLE OF CONTENTS, PHILOSOPHY, PURPOSE, PROGRAM DESCRIPTION, THE ROLE OF DISCIPLINES IN THE K-12 SOCIAL STUDIES CURRICULUM; SECONDARY SOCIAL STUDIES (9-12)

TaskStream Account: Wait for Dr. Baber's instructions on how to purchase this.

13. Topical Outline: See schedule.

14. Recommended Text(s) and/or Readings:

Banks, J.A. (1997). *Educating citizens in a multicultural society*. New York: Teachers College Press.

Center for Civic Education. National standards for civics and government. Available at the following website: <http://www.civiced.org/stds.html>. Viewed on 8/10/04.

Cogan, J.J. & Grossman, D. (2000). Citizenship: The democratic imagination in a global/local context. *Social Education* 64(1), 48-53.

Dewey, J. (1938). *Experience and education*. New York, NY: Macmillan.

Dewey, J. (1933). *How we think*. Lexington, MA: D. C. Heath and Company.

Geography Education Standards Project. Geography for life: National geography standards. Available at the following website: <http://www.ncge.org/publications/tutorial/standards/>. Viewed on 8/10/04.

Hoover, R., and Kindsvatter, R. (1997). *Democratic discipline: foundation and practice*. NJ: Prentice Hall.

Levstik, L. S. & Barton, K. C. (2005). *Doing history: Investigating With Children in Elementary and Middle Schools* (3rd ed.).Mahwah, NJ: Lawrence Erlbaum.

National Center for Education Statistics. (2001). Highlights of U.S. results from the international IEA civic education study (CivEd). Washington, DC: U.S. Department of Education Office of Educational Research and Improvement. NCES 2001-107.

National Center for History in the Schools. *National standards for history*. Available at the following website: <http://www.sscnet.ucla.edu/nchs/standards/>. Viewed on 8/10/04.

National Council on Economic Education. *EconomicsAmerican: National standards*. Available at the following website: <http://www.ncee.net/ea/program.php?pid=19>. Viewed on 8/10/04

National Council for the Social Studies. (2000). *National standards for social studies teachers*. Washington, DC: NCSS

National Council for the Social Studies Citizenship Select Subcommittee. (2001). Service-learning: An essential component of citizenship education. *Social Education*, 65(4), 240-241.

Teachers Curriculum Institute. *Bring learning alive!* Information available at http://www.historyalive.com/methods/method_material.asp. Viewed on 8/10/04

Teachers Curriculum Institute (1998). *History alive!* Information available at <http://www.historyalive.com/historyalive/>. Viewed on 8/10/04

Torney-Purta, J. (2002). What adolescents know about citizenship and democracy. *Educational Leadership*, 59(4), 45-50.

Torney-Purta, J., Amadeo, J., & Lehmann, R. (2001). Eric Digest: Civic knowledge and engagement at age 14 in 28 countries: Results from the IEA civic education study. Bloomington, IN: Eric Clearinghouse for Social Studies/Social Science Education. EDO-SO-2001-3.

Wade, R.C. (2000). *Building bridges: Connecting classroom and community through service-learning in social studies*. Washington, D.C.: NCSS.

15. Alignment with State and National Standards (INTASC and NBPTS are incorporated in the DPI Initial and M.Ed Competencies):

DPI Social Studies Competencies (Initial) (see course Blackboard for descriptions)	DPI Social Studies Standards (M.Ed.) (see course Blackboard for descriptions)	NCSS Pedagogical Standards (see section 9 of this syllabus for descriptions)	NCATE Standards (see course Blackboard for descriptions)
1. Broad Content Knowledge	A. Instructional Expertise	1. Learning And Development	I. Content Knowledge
2. Subject-specific Content Knowledge	B. Knowledge of Learners: B.2, B.4	2. Differences In Learning Styles	III. Field Experiences: 3.3
3. Curriculum Integration	C. Research: C.1, C.3	3. Critical Thinking, Problem Solving, And Performance Skills	IV. Diversity: 4.1, 4.4
4. Content Relevancy	D. Content Knowledge	4. Active Learning And Motivation	
5. Planning:	E. Professional Development and Leadership: E.1, E.3	5. Inquiry, Collaboration, And Supportive Classroom Interaction	
6. Instructional Expertise		6. Planning Instruction	
7. Assessment		7. Assessment	
8. Diverse Learners		8. Reflection And Professional Growth	
9. Professional Leadership		9. Professional Leadership	
10. Reflection and Professional Growth			
11. Social Education Advocacy			

16. Course Schedule (SUBJECT TO REVISION)

WEEK	TOPIC/ASSIGNMENTS	READINGS (As Announced in Class)
1 8/16	Introductions and Overview of Course <i>Page Internships begin 8/19</i>	
2 8/23	What and Why Social Studies? What and Why High School Reform?	
3 8/30	Civic Competency in a Multicultural Society & Interdependent World <i>Tour of Teaching Resources Center</i>	
4 9/6	-Adolescent Development and Culturally Relevant Pedagogy: Meeting the Social, Personal, and Academic Needs of High School Students -Joint meeting with other secondary subject areas (7:00-7:50) <i>Philosophy of Social Education Due</i>	
5 9/13	Instructional Planning: Lesson Plans and Units <i>Other Internships begin this week</i>	
6 9/20	Performance-Based Assessment <i>Web-based Lesson Plans Due</i>	
7 9/27	Focus on Teaching History <i>Reading Response</i>	
8 10/4	Focus on Teaching Civics and Economics <i>Review of Articles Due</i>	
10/11	<i>FALL BREAK—YEAH!!!!</i>	
9 10/18	-Focus on Teaching Geography -Technology in the Social Studies Classroom <i>Classroom Technology Application Plan</i>	
10 10/25	-Student Teaching/Licensure Application Orientation (5:00-6:30) -Focus on Teaching Anthropology, Sociology, and Psychology	
11 11/1	Using Literacy to Teach Social Studies <i>Student Interviews Due</i>	
12 11/8	Curriculum Integration/Interdisciplinary Teaching and Learning <i>Reading Response</i> LESSON PLAN WORK SESSION	
13 11/15	<i>Collaborative Teaching Presentation</i> UNIT WORK SESSION	
14 11/22	<i>Unit Outlines Due</i> PORTFOLIO WORK SESSION	
15 11/29	<i>Critical Performance Report</i> <i>Action Research Project</i>	
16 12/6* OR 12/13	-Transition to Student Teaching -Course Evaluations PORTFOLIO WORK SESSION	

*12/6 is Reading Day which means there should not be class meetings on that day. However, if all class members agree, we could have our final class meeting that day.