

EDUC 3580
TEACHING SOCIAL STUDIES
IN SECONDARY SCHOOLS
SPRING, 2013

[REDACTED]
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Thursdays 5:30-9:30

COURSE DESCRIPTION

This course is taught in conjunction with EDUC 7651 – Teaching Strategies in Secondary Schools and is intended to be a supplement to that course. It is designed as a methods course to specifically assist teaching candidates in the field of Social Studies with planning and implementation of classroom methods specific to their discipline.

OBJECTIVES

The teaching and learning of social studies offers a framework for a liberal education and the background that is essential to an understanding of the contemporary world.

- Candidates will develop methods conducive to independent inquiry and the necessary analytical capacities and perspectives that go with historical study.
- Candidates will demonstrate the ability to encourage students to think, write, and teach logically, creatively, and analytically about social studies.
- Candidates will gain a sense of the role and history of social studies – the legacy that the present has inherited from the past, as well as the many perspectives one can have on the legacy.
- Candidates will learn how these objectives can be met within the conceptual framework of the Education department's Critical/Social model.

University Outcomes

This course encourages growth and development toward the University Outcomes in the following ways:

Transformation—We believe education fosters transformation. NNU engages and affects all domains of life—intellectual, social, physical and spiritual—thereby advancing the transformation of the individual, the church and the world.

Truth—We believe education pursues truth. NNU explores knowledge, the wonder of God's creative activity, the story of human civilization and the achievements in the arts, sciences and professions

Community—We believe education flourishes in community. NNU provides a learning and faith community that teaches, challenges and encourages each other through intellectual and spiritual practices. Within covenantal relationships we express our love for God and others.

Service—We believe education cultivates service. NNU teaches the importance of a life of servanthood as modeled by Jesus Christ. We learn to lead by giving of ourselves to God and humankind.

CONCEPTUAL KNOWLEDGE BASE AND FRAMEWORK FOR TEACHING

All effective programs should be driven by a conceptual framework that is supported by a knowledge base of research and practice. The Critical Social Model drives NNU's teacher preparation programs. The various components of this model are:

1. **Citizenship/Democratic Society** – Graduates of education programs will promote democratic values, facilitate equal voice and equal access for all students and parents, examine and challenge social inequities in schools and communities, and formulate responses to local and global issues in education.
2. **Liberal Arts/Continuing Learning** - Graduates of education programs will value learning, evidence breadth of knowledge, and demonstrate an inquiry-based habit of mind. They will be effective communicators who question educational assumptions and use educational research to stimulate reflection and inform classroom practice.
3. **Professional Knowledge and Skills** – Through a learner-centered approach, graduates of education programs will apply theories, strategies, and research in teaching and learning to challenge, interest, accommodate, and assess a diverse student population. They will relate to students and families in a manner that stimulates learning and creates a positive, productive environment. They will use reflection to improve teaching and learning.
4. **Role of Schooling** - Graduates of education programs will demonstrate understanding of the historical and philosophical purposes of schools and a range of legal and societal influences. They will use their knowledge to make decisions about their teaching and work to improve school conditions and educational opportunities for all.

ASSESSMENT

Candidates will develop and share with the class (for peer evaluation) lessons which demonstrate understanding of the four critical/social themes of citizenship/democratic values; effective communication of the value of learning, theories, strategies and framework to meet the needs of a diverse student population; understanding of the legal and societal influences on schools and how the candidates can work to improve conditions and opportunities for all students.

Candidates will observe master teaching in the public schools environment and then design and teach a lesson to be assessed by the teacher and professor.

Candidates will observe and evaluate classroom settings in a secondary school, looking at such things as seating, décor, grade posting and teaching stations.

COMPLIANCE WITH ADA

Students who qualify for and desire accommodations in this course due to a disability, as defined by the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008, must follow the NNU Disability Services Policies and Procedures as put forth by the office of

Academic Advising. Any student may review a copy of these policies and procedures on the NNU website at: www.nnu.edu/academics/academic-advising/disability-services/policies-procedures/. Call 208-467-8463 or email (disabilityservices@nnu.edu) for further information.

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ACADEMIC INTEGRITY

Northwest Nazarene University seeks to establish academic integrity within the university community. NNU has identified unacceptable practices including, but not limited to:

1. Cheating in its various forms, whether copying another student's work, allowing your own to be copied, using unauthorized aids on an examination, having someone else take an exam for you (in-class or take-home), submitting as your own another person's work, rescheduling an exam relying on a false excuse;
2. Plagiarizing, i.e. presenting as your own the words or ideas of another person, including inadequate documentation of sources (electronic, Internet, or print) and excessive dependence on the language of sources even when documented, relying on a similar order of sentences while altering a few words or word order;
3. Submitting the same work for more than one course or assignment without prior written approval from the professor;
4. Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission;
5. Signing a roll sheet for another student who is not in class;
6. Fabricating data: This includes falsifying or manipulating data to achieve desired results, reporting results for experiments not done (dry labbing), or falsifying citations in research reports;
7. Denying other students access to academic information whether in the classroom, library (by hiding books, for example), or computer lab;
8. Destroying, altering, or tampering with another student's work to impede academic progress;
9. Stealing problem solutions from a professor or computer file;
10. Falsely reporting completion of reading assignments.

Students who either witness or have knowledge of violations are responsible for informing the instructor or appropriate University personnel. At the instructor's discretion, depending on the nature of the offense, the student's grade or ability to earn credit for the course may be affected. All students who violate the principles of academic integrity will be reported to the appropriate academic school and the Vice President for Academic Affairs. Violations may also lead to further disciplinary action.

BOOK

Teaching Social Studies in Middle and Secondary Schools

■ Candy Beal and Cheryl Mason Bolick

SCHEDULE

- March 7th Unit Planning – Analytic/Critical thinking as part of lesson
Planning – Learner-centered strategies
Why use Primary Sources?
Students will bring to class articles on critical thinking in the classroom and learner-centered teaching (from journals of education)
- Prior to class: Read Chapter 1: Perspectives on Social Studies
 - Come prepared with discussion questions
- March 14rd State standards for Social Studies – Common Core Standards
Cooperative learning –
Technology in the classroom – Teaching Environments
- Students will bring to class a copy of the State Standards for Social Studies and articles on the use of technology in the classroom
 - Read Chapter 4: Organizing and Planning for Social Studies –and- Chapter 9: Using Technology
- March 21th Mini-lessons – Team-teaching strategies - Assessment
Students will bring to class examples of lessons planned for a unit of their choice and articles on assessment in social studies
- Read Chapter 10: Evaluating and Assessing Student Learning
- April 4^h Sharing of lesson ideas from past teacher plans. Work on Unit plan
Inquiry-Based Lesson Planning
- Read Chapter 5: Promoting Learning through Reflective Inquiry
- April 11th Critique of the Unit introduction phases – Rationale, Outline, Calendar
- Read Chapter 8: Adapting Social Studies Instruction to Individual Needs
- April 18th Classroom management of the social studies classroom
- Read Chapter 6: Engaging Students through Collaborative Learning