History/Social Science Methods

Course Description:

This is a course designed for prospective secondary teachers who plan to teach in the history and social studies fields. It is a prerequisite for student teaching in social science education. This class will train you in the current best practices of history/social science curriculum design and practice and how to implement them in the middle and high school classroom. At the successful completion of this class, you should be able to perform the following essential teaching tasks, also outlined in Teacher Performance Expectations:

- Design lessons that implement the national common core standards and the state-adopted academic content standards in history/social science, grades 6-12
- Analyze and prioritize historical insights and facts from historical periods and cultures necessary to a student’s understanding of history while also connecting these to the standards
- Understand, to the level of being able to demonstrate with proficiency, a wide variety of methodologies and strategies of history/social science pedagogy in the development of lessons
- Understand the use of presentation technology in the employment of materials and teaching strategies in the classroom and be able to identify cases where technology can and should be utilized
- Seek, analyze, select and edit appropriate and dynamic documents, materials, maps, chronologies and objects for use in history/social science instruction
- Develop instruction that not only clarifies the factual basis of history and the social sciences but also functional knowledge, the interpretative analysis in the disciplines, and identifying how cultural perspectives influence the functional knowledge base
- Develop a wide variety of formal and informal assessment strategies that provide summative assessment of student understanding and monitor student progress
- Create a classroom environment and structuring of activities according to theories of higher level critical thinking, multiple intelligences and social intelligence that ensure students’ daily engagement in learning and assessment of activities, enhancing opportunities for English Language Learners and Special Needs students to participate equitably and readily
- Design challenging academic coursework and the study, reading, and writing skills associated with such work, as well as structure challenging higher academic goals into semester, unit and lesson components, including the creation of a comprehensive unit
- Understand and analyze the ethical and legal questions associated with instruction built around controversial questions in the past and present
- Recognize one’s own knowledge base in the fields of history and the social sciences and develop long-range goals for improving and expanding that knowledge base

This course is divided into approximately three sections. The first section of the class time is spent learning the theoretical and practical bases for high quality history/social science instruction and classroom design, as well as the structuring, ordering and planning of curriculum and instruction. In addition you will learn how to transform your knowledge of the fields into instructional concepts based on state content standards. The second section details the wide variety of methods, evaluating and problem-solving their use in instruction of history and social science concepts. You will be an active participant in teaching and learning these strategies. The last section of the class will be devoted to your presentations of individual lessons, so that you can experience teaching and receive the feedback of your colleagues.

The requirements of the course follow this three-part strategy. Near the end of the first third of the class, you must complete a classroom observation of at least one classroom teacher and analyze the professional’s
teaching strategies and behavior using theoretical materials available on reserve and in class (See explanation and assessment sheets for this assignment, given on the second day of class). At the end of the first section, you will also turn in a reflective theory notebook that contains your notes and reflections on the theories presented in class and in Bring Learning Alive. At the end of the second section, you will turn in a reflective methods notebook that contains all of your comments and research completed during the and methods portions of the course (See explanation, given on the first day of class). In the remaining section, you will on one occasion present a model lesson and during these weeks analyze the lesson presentations of your colleagues. (See explanation). The culminating assignment for this course is the multi-lesson unit (See explanation). The unit is due on the last day of class. Please note that the unit represents 45% of the grade and should not be left to the last minute. It takes time and careful thought to create a comprehensive unit that meets standards and literacy requirements; in fact, the notebook and model lesson presentations will help you get started (around the fifth week of the semester) putting the unit together.

Course Requirements and Grading:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>One typed essay of five to seven pages on theory and practice (due 14 Oct)</td>
<td>10</td>
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<tr>
<td>One reflective theory notebook (due 30 Sept)</td>
<td>15</td>
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<tr>
<td>One reflective methods notebook (due 18 Nov)</td>
<td>15</td>
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<tr>
<td>One model lesson taught in class</td>
<td>15</td>
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<tr>
<td>One multi-lesson unit on a section in the Content Standards (due 9 Dec)</td>
<td>45</td>
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<td>Total</td>
<td>100</td>
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A= 94-100 points  B+=87-89 points  C=70-79 points  A-=93-90 points  B=83-86 points  D=60-69 points  B—80-82 points  F=below 60 points

Required Course Texts:


Teachers’ Curriculum Institute Bring Learning Alive! The TCI Approach for Middle and High School Social Studies. Palo Alto, CA: Teachers’ Curriculum Institute, 2004

History/Social Science Framework (Download off internet at http://www.cde.ca.gov

History/Social Science Content Standards (Download off internet)

Course Reader: Available at Maple Press, 481 E. San Carlos Street. Maple Press will also bring copies to class next week for students who wish to purchase it here

You will also need access to the Common Core State Standards for ELA and History/Social Studies. You can go to http://www.corestandards.org and find them, or just type in “Common Core State Standards History/Social Studies” and find the grade span you want (6-8; 9-10; or 11-12). You will receive a shortened version in class, but you should have access to the entire document.
Course Schedule (tentative):

(Italicized items under For Next Week must appear in your reflective notebooks.)

WEEK 1
26 August

Theory: Teaching Social Science Standards

Introduction: Course Objectives, Materials, Activities and Assignments

Introduction: Teaching Common Core and the CA the Content Standards in the Classroom

Assign Reflective Notebook

Assign Theory and Practice Essay

For Next Week:

Read: Bring Learning Alive pp. 2-21 (Theory-Based Active Instruction; Standards-Based Content)

Read: Bring Learning Alive pp. 149-152 (Multiple Intelligence Survey)

Read: Bring Learning Alive pp. 220-234 (How to Develop Curriculum)

Read: From Course Reader: Common Core Standards

Read: From Course Reader: Backward Mapping

Review: Bloom’s Taxonomy sample verbs

Optional: Where Does Your Intelligence Lie?

Optional: Reflective Notebook Possible Hints

Download and Print: History/Social Science Content Standards and Framework

- One page reflection: Why do you want to be a social studies teacher?
- One page reflection: Teaching the Common Core and State Standards

WEEK 2
2 Sept

Theory: Higher Order and Differentiated Intelligences

Standards-Based Instruction and Macro Design of Curriculum

Discussion: Bloom’s Taxonomy and Multiple Intelligences

Lecture/Activity: Developing a Standards-Based Curriculum

- Long term and culminating projects
- Overarching and Essential Questions
- Developing a semester plan
- Backward Mapping a Unit

In class you will need:

Course Reader

Bring Learning Alive

For Next Week:

- Read: Bring Learning Alive! pp. 135-60 (Creating a Cooperative Classroom)
- Read: Course Reader, Directions to Independence High School
- Read: Course Reader, Review strategies
- One page reflection on Higher Order Thinking and Multiple Intelligences in classroom (Also can be reflective of Bring Learning Alive pp. 2-17)
- Prepare a plan for a semester of units (see sample in Course Reader)
- For one standard, backward map a unit. You can use the sample in the Course Reader as a guideline
WEEK 3
9 Sept

Theory: Classroom Environment
Meet at Independence High School, Room A303 4:30-5:45

Lecture and Discussion: Finding Your Style of Teaching and Classroom Management
Review: Review Strategies

For Next Week:
Theory and Practice Essay Observation
• One page reflection: Tolerant, Cooperative Classrooms
• One page reflection: Using Review strategies
• One page description/drawing of YOUR ideal classroom

WEEK 4
16 Sept

Theory: Curriculum Resources and Micro Design of Lessons
Meet in MLK Library for presentation of Internet sources for Social Studies Teachers, with content-specific websites and materials, MLK 217

For next week:
• From Bring Learning Alive pp. 22-27 (Preview assignments)
• From Bring Learning Alive pp. 38-45 (Social Studies Skill Builders)
• From Bring Learning Alive pp. 102-117 (Processing Assignment)
• From Bring Learning Alive pp. 174-81 (Making the TCI Approach Your Own)
• From Bring Learning Alive pp. 235-247 (Creating Lessons Based on the TCI Approach)
• From Course Reader: Five Step Lesson Plan
• From Course Reader: Categories of Lesson Planning
• From Course Reader: Openers for Classroom Lessons
• Write one page reflection on using Internet Sources (include a critique on the library presentation). Include a discussion on a site you viewed

WEEK 5
23 Sept

Theory: Lesson Plan Design
Lecture/Demonstration: The Five-Step Lesson Plan
Lesson Plan Design

In class you will need:
Course Reader
Bring Learning Alive

For Next Week:
• One page reflection on how you think you will approach lesson plan design
• One page on the TCI approach to lesson design (this can be an evaluation)
• One full lesson plan on any standard of your choice, with rationale (see Course Reader)
• One page reflection on Previews; Skill Builders, and Processing (from TCI)
• FINISH THEORY NOTEBOOK
WEEK 6
30 Sept

“Boot Camp”: Survival in the Classroom
Micro Design of Curriculum: Work Management

In class you will need:
- Course Reader
- Bring Learning Alive!
- TURN IN THEORY NOTEBOOK

For Next Week:
- Read Frey’s Productive Group Work
- Read: Bring Learning Alive pp. 66-85 (Response Group; Problem Solving Groupwork)
- From Course Reader: Socratic Seminar
- From Course Reader: Turning a Unit into a Cooperative Group Activity
- Read: From Course Reader: Psychology Role Play Lesson
- One page reflection on either your first day of teaching or anticipating your first day
- One page reflection on managing your workload

WEEK 7
7 Oct

Method: Group Work
Socratic Seminar: Productive Group Work, by Frey, Fisher, and Everlove
Role Play and Cooperative Learning

In class you will need:
- Course Reader
- Cohen, Designing Groupwork
- Bring Learning Alive

For Next Week:
- Read: Bring Learning Alive pp. 118-133 (Assessment)
- Read: Bring Learning Alive pp. 161-171 (Interactive Notebook)
- From Course Reader: Read Instructions for Imperialism Book and Rubric
- From Course Reader: read Instructions for Flip Book
- Write a THREE PAGE book review on Designing Group work
- One page reflection on Socratic Seminar
- One page reflection on using group work (role play, cooperative learning, response group, problem solving group work)
- FINISH THEORY AND PRACTICE ESSAY

WEEK 8
14 October

Method: Assessment; Writing
Lecture/Discussion: Assessment: Using Rubrics
Activity: Using Rubrics to assess student work
Writing Strategies
Notebooks

DUE: THEORY AND PRACTICE ESSAY

In class you will need:
- Course Reader
• Bring Learning Alive!

For Next Week:
• Read: Bring Learning Alive pp. 56-65 (Writing for Understanding)
• Read: Bring Learning Alive pp. 86-101 (Considerate Text; Graphically Organized Reading Notes)
• Read: From Course Reader: Reciprocal Teaching
• Review: From Course Reader: Maps and Graphic Organizers
• One page reflection on using rubrics
• One page reflection on teaching writing
• One page reflection on multiple assessments (from TCI)

WEEK 9
21 October

Method: Reading Strategies
Reciprocal Teaching
Graphic Organizers
Using Primary Sources

For Next Week:
• Read: Bring Learning Alive pp. 46-55 (Experiential Exercise)
• Read: From Course Reader: Campaign Unit Project
• Read: From Course Reader: The Holocaust—Prejudice
• Read: From Course Reader: Snickers MAD
• One page reflection on Reciprocal Teaching and Primary Sources
• One page reflection on Graphic Organizers

WEEK 10
28 October

Methods: Simulations and Games
Lecture/Activities: The Elements of a Good Simulation or Game
Activities: Reviewing games/Commercial games

In class you will need:
Course Reader
Bring Learning Alive!

For Next Week:
• Read: Bring Learning Alive pp. 28-37 (Visual Discovery)
• Read: From Course Reader: Progressive Era Photos Lesson
• Read: From Course Reader: Songs of Slavery Lesson
• Write 1 page reflection on using simulations and games

WEEK 11
4 November

Method: Using Visuals, Film and Aural
Lecture/Demonstration: Using Art and Photos in a Lesson
Lecture/Demonstration: Using Music in a Lesson
Lecture/Demonstration: Using Film in a Lesson

In class you will need:
Course Reader
Bring Learning Alive!
For Next Week:

- Read *Bring Learning Alive!* pages 182-221 (Hone Your Use of Multiple Intelligence Teaching Strategies)
- Write 1 page of comments on using art, photos and music in lessons
- Write one page reflection on using film in your classroom
- Write a one page reflection on pages 182-221. Describe which strategies from these pages you think you will try in your lesson plans
- Write another lesson plan (different from the Theory notebook, but could be on the same subject/topic)
- Include information and/or ideas about the unit plan you are working on
- **FINISH METHODS NOTEBOOK**

**HOLIDAY ON TUESDAY, 11 NOVEMBER!! HAPPY ARMISTICE/VETERAN’S DAY!!**

**WEEK 12**
18 Nov  
**Method: Traditional Teaching Methods**
Professional Organizations and the History Teacher
The Lecture

*To write and stuff in your notebook:*
- Write one page reflection of you as a lecturer

**DUE: METHODS NOTEBOOK**

**WEEK 13**
25 Nov  
**Putting it all together**

Unit Writing Workshop
If necessary, begin Model Lesson Presentations

**WEEK 14**
2 Dec  
**Model Lesson Presentations**

Turn in T-Chart Evaluations of each lesson by end of class

**WEEK 15**
9 Dec  
**Model Lesson Presentations continued**
**DUE: Unit Plan.**

Turn in T-Chart Evaluations of each lesson by end of class

**WEEK 16**
16 Dec  
**Model Lesson Presentations (if necessary)**
Pick up Unit plan

**Ground Rules for this Course:**

Please be advised that this course in all probability is unlike others that you may have had at the undergraduate level or even at the graduate level. This is a course in professional preparation and it has
professional standards. Unlike other courses, failure to perform in this course may have serious negative consequences for your completion of professional goals. The demands and challenges facing a social studies teacher today require time-consuming training and thoughtful preparation. Evaluate now, not later in the semester, whether you have sufficient time and energy to complete the requirements of this course along with everything else you are doing. If you have a learning disability certified by the Disabilities Resource Center, please let me know immediately so that I can make the state-mandated modifications to accommodate your learning needs.

Please note the following:

1. **Absences.** There are few acceptable excuses for being absent from this course. This is a professional development course; habitual absences or late arrival to class will jeopardize your ability to obtain the required grade to remain eligible in the credential program. If you have a family emergency or are seriously ill, please contact me before the class session that you will not be attending and state the reason for your absence. You will still be fully responsible for the material that you missed and you will not be excused from any assignments for the Reflective Notebooks. Please complete them to the best of your ability. You should also make every effort to be prepared for your model lesson and to not miss the model lessons of other students. Completing the evaluations for the model lessons is part of the score for the model lesson. If you miss more than one class meeting of this course, please schedule a formal conference with me during my office hour when you return.

2. **Late Materials.** Please make every effort to be in class on time—as a teacher, punctuality is, without fail, required. All late materials (that have not received my formal and documented approval) are subject to a 50% reduction. There is very little tolerance for late reports and documents in the profession that you are about to enter, so you need to get use to the idea that deadlines are non-negotiable and that attendance is absolutely mandatory. Please be advised that a grade of below 84% (or a B) in any course of the credentials program is cause for serious concern, as you must maintain a B average throughout your education coursework in order to earn your credential, and you cannot advance to Student Teaching II without a B in Methods. Obviously, shoddy or late work in this course will quickly cost you more than points; it just may jeopardize your standing in the credentials program.

3. **Drops.** If for whatever reason you feel you need to drop this course during the semester, you must collect all the paperwork and complete the process yourself. I do not initiate drops for any student. However, I will sign even very late drops, because I have no desire to see you fail this course. But be aware that the later you wait to drop the course, the more signatures you have to get (up the administrative ladder) and the more documentation you have to present.

4. **Incompletes.** University policy specifies that you must have a very serious emergency for requesting an incomplete. In addition, only one-third of the coursework must be remaining in order for the professor to grant an “Inc.” Since the last assignment of this course is worth 45%, (more than a third) I will not be able to grant an incomplete to students who do not turn in the last assignment. In addition, your grounds for an incomplete would be very weak. The multi-lesson unit is a cumulative assignment that you work on over the course of the semester (unlike a final examination which is taken in one day). A late emergency would not prevent your turning in that assignment in some fashion. Therefore, be aware that I must issue an “F” not an “Inc.” for those students who do not turn in the last project.

5. **Failures.** Failure to complete the responsibilities and requirements of this course will prevent you from moving to Student Teaching Phase II. In addition, if you receive an “F” in this course, the computer will block you from adding the course the following semester. You will not be able to take the course again until you receive permission from the Social Science Education Division Director. Please request a late drop rather than put yourself in this position.
ONE FINAL NOTE: Please do not hesitate to contact me or to come and talk to me about anything pertaining to lesson planning, lesson development, or the profession of a social science teacher at the secondary level. Sometimes just brainstorming with another person is the best way to develop an idea for a lesson or unit. To tell the truth, that is one of my favorite aspects of teaching!