Instructor: Dr. Maria Sanelli

Course Description:
This course prepares secondary education students to teach history and the social sciences. This course will include methods of teaching knowledge, thinking, skills, and attitudes in the context of all the social studies.

Course Rationale:
While this class is described as a methods course, it is much more than a collection of teaching techniques. The main purpose of this course is to prepare the prospective educator in the teaching of social studies to secondary education students. It requires that the student work to construct the ideas of social studies to include: (1) an understanding of content selection, (2) an understanding of child development, (3) an understanding of teaching and (4) an understanding of the critical role social science education contributes to the school curriculum. At the conclusion of this course, the student should have a good grasp of the social studies curriculum and how to implement it into the curriculum.

Required Readings:
4. Articles to be assigned in class. For example, the Teaching for Understanding framework.

Students completing this course will:
1. Apply previous coursework to the teaching of the social sciences.
2. Discover why the social studies are important in understanding that we are as individuals and members of groups.
3. Demonstrate an understanding of the content, skills and processes involved in social studies education at the secondary level.
4. Select, integrate, and translate the content and methods of investigation of history and the social science disciplines and utilize them in social studies instruction.
5. Use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals.
6. Experience the processes of creating a supportive, democratic classroom community where young people will work together in an effort to understand the nature of the world.
7. Explore a variety of educational and community resources.
8. Become aware of both discipline and thematic standards utilized by social studies education professionals.
Grading and Assignments:

1. Participation (5%)
   a. Attendance and discussion
   b. Small group lesson presentation

2. Assignments (55%)
   a. Rationale Paper (15%)
   b. Unit Methods and Content Paper (15%)
   c. Field placement data collection (5%)
   d. Unit Plan (20%)

3. Exams (40%)
   a. First (Subjective-Essay-10%)
   b. Second (Subjective-Essay-10%)
   c. Final Exam (Objective-Comprehensive assortment of questions-20%)

Assignments:

1. Standard typing format- 12 font, Times New Roman, double space, margins.
2. Spell and grammar checked.
3. Use paragraphs.
4. Seven to ten pages.
5. State a thesis and support it.
6. Must be on time. Exceptions need to be made in ADVANCE of due date.
7. Be sure paper addresses the assignment.
8. Plagiarism is against university policy. Be sure to paraphrase from sources.

Paper #1: Rationale: (7-10 pages) Provide a written rationale for your unit, speaking to the following components:

1. Justify this topic’s generativity according to the definition put forth in the Teaching for Understanding framework (will be handed out in class).
2. Describe what social studies tradition(s) this unit will borrow from.
3. What overarching goal do you feel should be included in most of your units throughout the year (including the unit you will write this semester).
4. Include two or three understanding goals for the unit.
5. Include an assumed age and grade range.
6. Discuss how the unit addresses two to four of the NCSS Thematic Strands.
7. Include a concept web that reveals the generativity of your topic. Remember that the concept web may be far broader than your unit of study. You are encouraged to use Inspiration software for this web.
8. Bibliography: (1p.) Include a bibliography of no fewer than 10 resources related to the unit and/or your generative topic. Make sure you include a variety of resources.

Paper #2: Content/Methods Paper (7-10 pages) Provide a written rationale for your unit, speaking to the following components:

1. Describe both the content and methodologies you plan to use in your unit (should be consistent with your rationale in the first paper).
2. Graphic Organizer: (1p.) Prepare a graphic organizer to map out the days of instruction (will be handed out in class). You should include themes and/or topics, content, as well as activities at least every other day, which will serve as an indication that students are moving toward understanding what you want them to understand.
3. **Bibliography:** (1p.) Include a bibliography of no fewer than 10 resources related to the unit and/or your generative topic. Make sure you include a variety of resources.

**Paper #3: Unit Plan.** The purpose of this assignment is to have you demonstrate your understanding of social studies education. Also, you should demonstrate that you have learned pedagogical issues raised in this course, such as meaningful content inclusion, cooperative learning, constructivism, differentiated instruction, and multicultural education. Information you gained in the creating your first two papers should assist you in creating this unit. You are to create a social studies unit on a topic of your choice. It should cover 2-4 - weeks of instruction (10-20 days). You will turn in a unit plan page and 10-15 lesson plans. No materials need to be created for this assignment.

**Grading Criteria For Papers:**

**To earn an A, the paper:**
1. Thoroughly addresses all aspects of the question by accurately analyzing & interpreting classroom discussions, textbook reading and research.
2. Incorporates relevant facts, concepts and generalizations.
4. Is well-developed, consistently demonstrating a logical and clear plan of organization.
5. Includes a strong introduction and conclusion.

**To earn a B, the paper:**
1. Addresses all aspects of the task by accurately analyzing and interpreting most of the classroom discussions, textbook reading and research.
2. Incorporates relevant outside information.
3. Includes relevant facts, concepts and generalizations, but discussion may be more descriptive than analytical.
4. Is well-developed, demonstrating a logical and clear plan of organization.
5. Includes a good introduction and conclusion.

**To earn a C+, the paper:**
1. Addresses most aspects of the task or addresses all aspects in a limited way; uses some of the classroom discussions, textbook reading and research.
2. Incorporates limited or no relevant outside information.
3. Uses some facts, concepts and generalizations, but discussion is more descriptive than analytical.
4. Is a satisfactorily developed paper/unit, demonstrating a general plan of organization.
5. Restates the theme in the introduction and concludes with a simple restatement of the theme.

**To earn a C-, the paper:**
1. Attempts to address some aspects of the task, making limited use of classroom discussions, textbook reading and research.
2. Incorporates limited relevant outside information.
3. Presents some facts, examples, and details; simply restates contents of the classroom discussions, textbook reading and research.
4. Is a poorly organized paper/unit, lacking focus.
5. Has vague introduction and/or conclusion.

**To earn an D, the paper:**
1. Shows limited understanding of the task with vague, unclear references to the classroom discussions, textbook reading and research.
2. Presents no relevant outside information.
3. Attempts to complete the task, but paper/unit demonstrates a major weakness in organization.
4. Uses little or no accurate or relevant facts, details, or examples.
5. Has missing introduction and/or conclusion.
To earn an F, the paper:
1. Fails to address the question or is plagiarized.
2. Is illegible (not spell and grammar checked).
3. Is missing.

Professional Network:
I strongly encourage you to network with other professionals in the field of social studies. The main professional organization is the National Council for Social Studies (NCSS). It holds a national conference each year, hosts many state and local events, maintains a detailed web site (www.ncss.org), and publishes two useful journals, Social Studies & the Young Learner (elementary) as well as Social Education (elementary/secondary). Another journal, The Social Studies, is also a helpful classroom resource.

BIBLIOGRAPHY


BIBLIOGRAPHY (continued)


