

Loyola University Chicago
CIEP M60 - Secondary Methods: Social Studies
Spring 2011

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Office/Office Hours:	LT 1054: Thursdays 3:00 - 5:00 PM
Course Information:	Course materials are available on Blackboard.

Course Description

This course aims to develop students' skills in becoming teachers of the social studies – political science, economics, history, geography, sociology, psychology and anthropology. Students will develop an understanding of teaching and learning the social studies, as well as develop and enhance their skills in planning curriculum. Students will reflect on and practice teaching social studies, grappling with the complexity of these disciplines and creating meaningful learning experiences for students. Students will explore a variety of methods for teaching history, civics and government, psychology and other disciplines within the social studies as distinct subjects and as elements of interdisciplinary courses. Course assignments are designed to explore critical questions about teaching content rich curriculum in diverse contexts. Practice in teaching is one of the elements of this course and students will do so in class and field experiences.

The School of Education's Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

This course assesses the following framework standards:

- CF 1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
- CF5: Candidates demonstrate technological knowledge and skills which enhance education.

Diversity

This course also supports the School of Education's conceptual framework in preparing teachers in service of social justice. The social studies lend themselves to the exploration and examination of diversity. The course devotes time and attention on incorporating diversity into the content of teaching the social studies and how to address the needs of diverse learners.

Technology

Students will use technology for a variety of purposes in this course. Students will access information from Blackboard in order to complete assignments. Students will also use internet-based resources to develop curriculum and learning experiences. These activities are designed to enhance students' ability to use technology as a teaching and learning tool.

Texts and Resources

Required Texts:

- Yaeger, E.A. & Davis, O.L. (Eds.). (2005). *Wise social studies teaching in an age of high stakes testing: Essays on classroom practices and possibilities*. Greenwich, CT: Information Age Publishing. ISBN: 1-59311-372-2
- Zevin, J. (2007). *Social studies for the twenty-first century: Methods and materials for teaching in middle and secondary schools*. Mahwah, NJ: Lawrence Erlbaum Associates. ISBN: 978-0-8085-5558-6

Other Required Reading: Available in “Course Documents” in “Class Readings” on Blackboard.

Required Media:

- LiveText: www.livetext.com
- Course Resource Web Site: <http://www.kn.att.com/wired/fil/pages/listhistoryan2.html>

Recommended Texts:

- Benjamin, Jr., L.T. (2008). *Favorite activities for the teaching of psychology*. Washington, DC: American Psychological Association. ISBN: 1-4338-0349-6; ISBN 13: 978-1-4338-0349-9
- Cruz, B.C. & Thornton, S.J. (2009). *Teaching social studies to English language learners*. New York: Routledge. ISBN: 10-: 0-415-95761-3
- McTighe, J. & Wiggins, G. (2004). *Understanding by design professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0-87120-855-5
- Ogle, D., Klemp, R. & McBride, B. (2007). *Building literacy in social studies: Strategies for improving comprehension and critical thinking*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN-13: 978-1-4166-0558-4

Evaluation and Assignments

General Evaluation Criteria - In addition to the general criteria described below, each assignment has a rubric with specific criteria. **These rubrics are available on Blackboard under “Assignments”.**

- All curriculum plans should be written so that another teacher could implement them.
- Assignments submitted after the due date will receive a lower grade. A point will be deducted for each day late.
- All assignments must be submitted via *LiveText*, unless noted otherwise.
- Students are expected to use APA style (6th ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources **must** be cited. See “External Links” on Blackboard for a link to a resource on APA citation style.

Assignments

Participation (20 points) - In order to create a constructive learning environment, it is essential for each student to attend class, be on time, and participate. Class activities are planned with the assumption that all students will be in attendance. Please be sure to contact me ahead of time if you will be absent.

Reflective Journal (40 points) - Students will write weekly reflections of 250 to 300 words. Journal entries should focus on course readings and relevant class discussions and field experiences. Students can choose to respond to prompts given in class or one of their own. Reflections should discuss students’ experiences, observations, and intellectual and professional growth in relation to teaching and learning social studies. Reflective journals will be submitted **four** times over the semester and each is worth 10 points. Standards addressed by this assignment: IPTS: 1.A & 10.A.

Local to National: A Unit Plan (45 points) – Individually or with a partner, students will develop a **middle school unit on Illinois history** that explores the connections among local, regional, and national events, movements, and people. The unit must incorporate the use of a local or regional resource including museums, government offices or agencies, libraries or other. Students will design a unit and a three-week learning plan that outlines the schedule of topics and learning activities of the unit. Standards addressed by this assignment: NCSS: 1.2, 1.6, 1.7 & 1.10; ILCAS: SS 1, 6, 8, 18, 19 & 20, H6, PS 3; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8.

World Studies Research Project (30 points) – Individually or with a partner, students will design a web-based research project on a topic in **world studies for middle or high school** students. Students will also prepare and deliver a presentation of their world studies research project to the class. Courses in world studies use the social sciences to examine both historical and/or contemporary social events and issues. The project should offer middle or high school students an opportunity to use technology to deepen their understanding of particular places, concepts, events, and/or issues related to a topic within world studies. Standards addressed by this assignment: NCSS 1.1, 1.3, 1.4, 1.5, 1.8 & 1.9; ILCAS: SS 1; IPTS: 1, 4 & 8; ITS: 2, 3, 7 & 8; CF: 5.

Social Studies Course and Unit Plan (70 points) - Students will develop a **two-semester (36 week) high school course** in their area of designation: history, civics and government, or psychology. The plan will include a two-semester course outline, one complete curriculum unit from the outline, and a 3-week learning plan for the unit. While the focus of the course is on your specific discipline, you will need to make interdisciplinary connections with other social sciences. Standards addressed by this assignment: NCSS: 2.1, 2.3 or 2.5; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS: SS 1; ITS: 3.

Field Experience (50 points total) - Students will complete 35 hours of fieldwork, which may include time judging at a Chicago Metro History Fair event. This experience provides an in-depth experience in a social studies classroom supervised by an experienced teacher. Students will be assigned to a social studies teacher or teachers in a middle or high school. Students will assist the teacher(s), observe, work with students, and teach at least one lesson during the field experience. Students may also support the work of teachers with students involved in the Chicago Metro History Fair or other social studies related activities. Standards addressed by these assignment: IPTS: 1, 4, 8 & 10; CF: 1, 4 and 5.

- *Fieldwork Part I (10 points)* - Students will submit an action plan after their first meeting with the cooperating teacher(s). The plan **must include** contact information for the teacher(s), a schedule for completing the field hours, the activities the student will be involved in, and a tentative topic for the lesson to be taught. Students also need to indicate whether they will devote some of their field hours to judging a History Fair event.
- *Fieldwork Part II (30 points)* – All students will develop and implement a lesson in their school placement. Students will submit the lesson, a reflection on its effectiveness and suggestions for revisions. Students will share their lessons and reflections in class.
- *Fieldwork Part III (10 points)* – This assignment requires verification that the student completed 35 hours. A clinical attendance form will be posted on Blackboard. Students need to complete and sign the form and have it signed by the cooperating teacher(s).

Course Grades

Grade	Percent	Points
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A	93%	237 – 255
A-	90%	229 – 236
B+	87%	222 – 228
B	83%	212 – 221
B-	80%	204 – 211
C+	77%	196 – 203
C	73%	186 – 195
C-	70%	178 – 185
D+	67%	171 – 177
D	63%	161 – 170
D-	60%	153 – 160
F	59% and Below	152 and Below

University Policies and Information

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities, which they believe entitle them to accommodations under the Americans with Disabilities Act, should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Course Schedule

Date	January 18, 2011
Topic	Syllabus; Introduction to Teaching Social Studies
Readings	Zevin – 1 & 2
Assignment(s) Due	<ul style="list-style-type: none"> Field Placement Preferences
Date	January 25, 2011
Topic	Teaching Social Studies History Fair: Chicago Metro History Education Center Presentation
Readings	Yeager & Davis – Foreword, 1 & 2; <i>Teaching High School History in the Context of Performance-based Standards: An Innovative Approach for Urban Schools</i>
Assignment(s) Due	<ul style="list-style-type: none"> Review the Chicago Metro History Education Center's site and prepare at least one question you have about History Fair and identify two or three pages or resources on the site that you think are valuable.
Date	February 1, 2011
Topic	Curriculum Planning in Social Studies
Readings	Zevin – 4 & 7; <i>Uncoverage: Toward a Signature Pedagogy for the History Survey</i>
Assignment(s) Due	<ul style="list-style-type: none"> Bring one social studies lesson you developed in a previous class. Bring copies of the Illinois Learning Standards in Social Science and the NCSS Thematic Strands 1.1 – 1.10 (available on LiveText). Submit reflective journal entries for 1/18, 1/25 & 2/1 on LiveText.
Date	February 8, 2011
Topic	Curriculum Planning in Social Studies
Readings	Zevin – 8; <i>How I Learned to Stop Worrying about the Test and Love Teaching Students to Write Well</i>
Assignment(s) Due	<ul style="list-style-type: none"> Fieldwork Part I: Action Plan – Submit on LiveText. Review units posted on the CPS site for Teaching and Learning: http://www.chicagoteachingandlearning.org/office-of-social-science-and-service-learning.html
Date	February 15, 2011
Topic	Curriculum Planning in Social Studies
Readings	Zevin – 5 & 6; <i>Enacting the Social Studies Curriculum (Teaching Social Studies to ELLs)</i>
Assignment(s) Due	N/A
Date	February 22, 2011
Topic	Teaching History: Historical Thinking and Source Analysis
Readings	Zevin 10 & 13; <i>Historical Thinking and Other Unnatural Acts</i>
Assignment(s) Due	<ul style="list-style-type: none"> Review the National Archives' site for educators. Print and bring a set of analysis worksheets (bring one of each: document, artifact, cartoon, map, motion picture, photograph, poster, and sound recording) from that site: http://www.archives.gov/education/lessons/ Submit reflective journal entries for 2/8, 2/15 & 2/22 on LiveText.
Date	March 1, 2011
Topic	Teaching History: Historical Thinking and Source Analysis
Readings	Zevin – 14 & 15; <i>Using Film as a Historical Narrative</i>

Assignment(s) Due	<ul style="list-style-type: none"> Draft of Local to National Unit – Bring a copy to class.
Date	March 8, 2011 – No Class – Spring Break
Date	March 15, 2011 – Meet in Computer Lab – TBA
Topic	Teaching World Studies: Inquiry and Technology-based Learning
Readings	Zevin – 9 & Appendix A
Assignment(s) Due	<ul style="list-style-type: none"> Local as National Unit Plan – Submit on LiveText. Email yourself URLs for three world studies related web sites on a topic of your choice.
Date	March 22, 2011
Topic	Teaching World History and World Studies
Readings	Yeager & Davis – 7 & 9
Assignment(s) Due	<ul style="list-style-type: none"> Draft of World Studies Research Project – Bring a copy to class. Submit reflective journal entries for 3/1, 3/15 & 3/22 on LiveText.
Date	March 29, 2011
Topic	World Studies Research Project Presentations
Readings	N/A
Assignment(s) Due	<ul style="list-style-type: none"> World Studies Research Project and Presentations – Submit on LiveText and bring relevant items to class for presentation.
Date	April 5, 2011
Topic	Teaching the Social Sciences: Civics and Government
Readings	Zevin – 11; <i>Meet SCOTUS: Engaging Students in the Drama of Court Cases</i> ; Review related sites on the course web site: http://www.kn.att.com/wired/fil/pages/listhistoryan2.html .
Assignment(s) Due	N/A
Date	April 12, 2011
Topic	Teaching the Social Sciences: Psychology
Readings	Social Science Education Consortium – 5 (on reserve at Cudahy Library); Review related sites on the course resource web site: http://www.kn.att.com/wired/fil/pages/listhistoryan2.html Recommended Reading: <i>Favorite Activities for the Teaching of Psychology</i>
Assignment(s) Due	<ul style="list-style-type: none"> Submit reflective journal entries for 3/29, 4/5 & 4/12 on LiveText.
Date	April 19, 2011
Topic	Instructional Practices in Social Studies
Readings	Yeager & Davis – 8 & 10
Assignment(s) Due	<ul style="list-style-type: none"> Draft of Social Studies Course Plan – Bring a copy to class.
Date	April 26, 2011
Topic	Field Experience Lesson Plans and Reflections
Readings	Yeager & Davis 11
Assignment(s) Due	<ul style="list-style-type: none"> Fieldwork Part II: Lesson Plan and Reflection – Submit on LiveText and bring a copy to class. Fieldwork Part III: Clinical Attendance Form – Bring to class.

Date	May 3, 2011
Topic	Final Exam Week
Readings	
Assignment(s) Due	<ul style="list-style-type: none">• Social Studies Course and Unit Plan – Submit on LiveText.