The aim of this course is to introduce prospective teachers to the theory and practice of teaching social studies on the middle/secondary level. The course is guided by a number of assumptions and expectations about the teaching profession in general as well as the teaching of social studies in particular. First, good teaching method combines content knowledge and pedagogical technique with educational purpose and instructional value, in order to convey subject matter, facilitate student development, encourage independent thinking, and build class community. Second, teaching social studies inevitably involves a number of political, cultural, and value-laden curriculum decisions made by individual teachers regarding what should be taught, how it should be taught, and to what effect. To make these choices effectively and responsibly, teachers need to bear in mind various issues concerning diversity and democracy in the classroom and society at-large. Third, good social studies teachers have a variety of instructional techniques in their repertoire—such as problem-based learning, cooperative learning, dialogue, source analysis, inquiry, arts, role play, and lecture—and are conscious of which particular methods might be most appropriate for conveying particular subject matter to particular students, so as to maximize learning. Last, teaching entails caring, passion, patience, flexibility, sociability, authenticity, creativity, charisma, and more. In other words, teaching involves an especial gift of self.

With these guiding principles in mind, we will:

- identify appropriate instructional, management, learning, and assessment strategies for use in the middle/secondary social studies classroom, with an eye toward developmentally appropriate learning experiences, student achievement, and civic engagement;
- become skilled at the mechanics of lesson and unit planning;
- review the basic elements of the social science disciplines, including history, sociology, geography, economics, and political science (civics), and clarify what it means to adapt these disciplines for pedagogical purposes;
- consider multidisciplinary and interdisciplinary curriculum and instruction in the social studies;
- enhance awareness regarding issues of diversity (race, ethnicity, class, gender, language, ability) in the social studies classroom;
- become familiar with New York State (NYS), National Council for the Social Studies (NCSS), and Common Core curriculum frameworks and standards for teaching social studies;
- be exposed to various resources and materials for teaching social studies, as well as avenues to access them (e.g., instructional technology);
- learn to become reflective practitioners and set goals for ongoing growth and development in social studies knowledge, skills, and dispositions.

This will be a hands-on course involving individual work, collaborative work, projects, and
reflection papers, as well as much discussion—indeed, many of the things you may want your students to do. It is my hope that you will emerge from this course confident in your abilities to help students learn about history, culture, society, and politics, think deeply about the nature of citizenship, grow as individuals, and become active participants in a democratic, diverse society. In short, I hope you are inspired to spend your social studies teaching careers making a difference in the lives of young people.

**Readings**

**Required Books** (available at on-line booksellers):

**Other Required Readings** (accessible on-line):
- NCSS Standards (http://www.socialstudies.org/standards)
- Common Core (http://gothamschools.org/2012/09/13/state-releases-roadmap-for-common-core-aligned-social-studies/#more-91252)
- *EdTPA Secondary History/Social Studies Assessment Handbook* (NYU Classes)

Additional readings may be assigned, and will be available on-line, in the library, or in class.

**Recommended** (i.e., a suggested bookshelf for social studies teachers):
- *Social Education magazine*
**Schedule**

September 8  **Introduction: Why Teach Social Studies?**
- Why am I a teacher?
- What is the purpose of schooling?
- Why teach history/social studies/social education?
- Overview of syllabus and EdTPA Handbook

September 15  **Social Studies in Theory and Practice**
- What is social education and social studies?
- Current issues, trends, and concerns in the field
- Standards—New York State, NCSS, and Common Core
  - Social Studies, p.23-25, 46-51
  - New York State Standards, NCSS Standards, Common Core

REFLECTION 1
BAIT THE HOOK: _____________________

September 22  **Curriculum 101**
- Conceptions of curriculum
- Scope and sequence (course → unit → lesson)
- Curriculum = methods + content
- Using curriculum standards, frameworks, and materials
  - Process-Folio described
    - Social Studies, p.137-149
    - Understanding, Chapters 1-2

BAIT THE HOOK: _____________________

September 29  **Lesson Planning 101**
- Backward planning
- Core concepts
- Matching content and skills
- Standard lesson plan formulas and formats
  - Social Studies, Chapters 7-8
  - Understanding, Chapter 11

BAIT THE HOOK: _____________________

Process-Folio PHILOSOPHY OF TEACHING

October 6  **Doing History**
- Beyond the textbook: document-based instruction
- Inquiry methods
- The sources of history: archives and artifacts
  - Social Studies, p. 25-46

BAIT THE HOOK: _____________________

REFLECTION 2

October 13  **No Class—Fall Recess**

October 20  **Social Studies and the Social Sciences**
- Incorporating geography, sociology, economics, and civics
  - Process-Folio work
    - Social Studies, Chapter 3

BAIT THE HOOK: _____________________

Process-Folio UbD TEMPLATE
October 27  INTERDISCIPLINARY PLANNING AND SKILLS DEVELOPMENT
  • Interdisciplinary planning
  • Problem-based learning
  • Skills development (e.g., reading and writing)
    ➢ Process-Folio work
      o Social Studies, Chapter 10
      o Understanding, Chapter 9
BAIT THE HOOK: _____________________
LESSON PLAN 1

November 3  DIFFERENTIATED INSTRUCTION: REACHING ALL STUDENTS
  • Learning styles theories
  • Students of differing abilities (e.g., LD, G&T, and ESL)
  • Classroom management
    ➢ Process-Folio work
      o Understanding, Chapters 4
BAIT THE HOOK: _____________________
Process-Folio CLASSROOM DESCRIPTION

November 10  EVALUATION AND ASSESSMENT
  • Varieties of assessment (e.g., authentic assessment)
  • Assessment rubrics
  • How to provide effective feedback
    ➢ Process-Folio work
      o Social Studies, Chapter 12
      o Understanding, Chapters 5-6
BAIT THE HOOK: _____________________
LESSON PLAN 2

November 17  WORKING TOGETHER / HOLDING MEANINGFUL DISCUSSIONS
  • Cooperative learning: theory and practice
  • Structured Academic Controversy (SAC)
    o Johnson and Johnson readings on cooperative learning (Blackboard)
    ➢ Process-Folio work
BAIT THE HOOK: _____________________
Process-Folio ACCOMMODATIONS STATEMENT

November 24  HISTORY COMES ALIVE!: ARTS, ACTIVITIES, AND ACTIVISM
  • Using the arts in social studies instruction
  • Simulations, role-playing, debates
  • Civic decision-making
  • The teachable moment
  • Teaching current events
  • Analyzing popular culture
    o Social Studies, Chapters 9, 11, 13
    o Understanding, Chapters 7-8
BAIT THE HOOK: _____________________
LESSON PLAN 3
Process-Folio AUTHENTIC ASSESSMENT
December 1  DIVERSITY AND DEMOCRACY IN INCLUSIVE CLASSROOMS
• The politics of the classroom
• Issues of diversity and social justice
• Pedagogic neutrality and response-ability
• Multiculturalism
• Creating the democratic classroom (e.g., dialogue)
  o Social Studies, p.149-167, Chapter 5
BAIT THE HOOK: _____________________
LESSON PLAN 4

December 8  STUDENT PRESENTATIONS AND WRAP-UP
Process-Folio PRESENTATIONS (due December 15)
BAIT THE HOOK: _____________________

Note: The schedule, topics, readings, and assignments are subject to change, in
consultation with the class.

ASSIGNMENTS

REFLECTION PAPERS
You will complete two papers, 3-4 pages in length (typed, double-spaced, reasonable
margins and font), to help you reflect on the educational issues raised in readings, class
discussions, and/or in your teaching experiences. These papers are a place for reflection,
critique, and imagination.

Your responses will be enriched by specific references to the readings (required),
discussions, and experiences you have had or anticipate having in the classroom. When
referring to the readings, please cite the author, date, and page number at the end of the
sentence: for example, “Jacobs says that teaching social studies is fun” (Jacobs, 2010, p.
43).

The following is a list of guiding questions or concepts to help provoke your reflections.
You may comment directly on these points, or feel free to address any other issues from our
discussions or readings that you find compelling and relevant.

Reflection 1: Social Studies in Theory and Practice  Due: September 15
This reflection focuses specifically on the teaching of social studies. Respond to two or more
of the following questions:
• Do you conceive of the social studies as primarily history-based, or a fusion of various
  humanities and social science disciplines? Explain.
• What aspects of history interest you most? How do you think your students conceive of
  history? How might you be able to match your own interests with your students?
• Think of your experiences as a student in history or social studies classes. What were
  your highs and lows, strengths and weaknesses, etc.? How might your experiences as a
  student influence your work as a teacher of social studies?
• How might social studies teachers effectively incorporate educational theory into their
  practice? What skills are most important for students to learn in social studies class?
• Where do you stand on the standards issue—are they for better or for worse? Why?
  (Be sure to respond to your critics’ arguments as well)

Reflection 2: Documents and Artifacts  Due: October 6
The study of history entails, in part, the study of documents and artifacts as sources of
evidence. Documents and artifacts come in a variety of forms—primary sources, journals,
photographs, art, material objects, music, public records, film, and so on.


- Choose a document or artifact of particular significance to you. It may be something from your own collection (an object, a photograph, a record—something you have at home), or something you have used in the classroom (try to make it something not everyone has used; that is, please don't bring the “Declaration of Independence” or “I Have a Dream” speech), or something that made a lasting impression on you as a student.

- Write a 3-4 page description of: (1) Why this document or artifact is particularly significant to you personally, (2) In what way this document or artifact might give someone a window on the past and/or present (i.e., why it is significant and worthy of study?), and (3) How you would go about teaching this document or artifact to your students (this is the main emphasis of this assignment—write a narrative description of what you would do and why, not a lesson plan). Be sure to make reference to the assigned readings to support your argument.

- Bring the document or artifact and your paper to class. We will spend some time sharing.

**Bait the Hook**

Due: See Course Schedule

Each week (according to the course schedule), one or two students will be given the opportunity to model a “bait the hook” activity for the class. The aim is to use this time to workshop an activity—that is, to practice a teaching episode and get some feedback from peers and from me. The activity could be a discussion, simulation, debate, arts project, etc., done individually or in groups. It should take no more than about 10 minutes to implement (we can extend this a bit if you clear it in advance). We will then take about 5 minutes to debrief. *Please bring a written copy of your plan, to submit to us.* (NOTE: Please also bring a treat for the class on your presentation day!)

**Final Presentation**

Due: December 8

Each student will have an opportunity to share and discuss their process folio at the end of the semester (c. 10 minutes per person) in a “gallery walk.” Creative presentation is encouraged. It should be an interesting and fun session!

**Lesson Plans**

One of the primary purposes of this course is to give you practice in conceiving of and designing lesson plans for history and social studies. To this end, you will be required to write four lesson plans during the course of the semester (the first of which is a first foray, the latter three of which will be incorporated into your unit).

All lesson plans must be related to NYS and Common Core standards for teaching social studies. For each lesson plan, you should also think about the following:

- **Content**
- **Goals ↔ Assessment**
- **Guiding questions and concepts**
- **Coherence**
- **Skills**
- **Student involvement**
- **Discourse opportunities**
- **Application of knowledge/problem solving**
- **Opportunities for higher-order thinking**
- **Learning activities**
- **Skills development**
- **Arts and activities**
- **Group work**
- **Technology**

For each lesson plan, you should also incorporate at least one skill area or instructional method discussed in this course (feel free to mix them together), including:

- **Motivation activities**
- **Lecture**
- **Discussion**
- **Source analysis**

Your lesson plans should follow the following format for lesson planning (I will also
provide a lesson planning template in our Lesson Planning 101 session):

<table>
<thead>
<tr>
<th>LESSON:</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT:</td>
<td>Title</td>
</tr>
<tr>
<td>COURSE:</td>
<td>Title</td>
</tr>
<tr>
<td>GRADE LEVEL:</td>
<td></td>
</tr>
</tbody>
</table>

**Essential Question:** A question the lesson is designed to answer that connects to the unit’s Essential Questions. For example: How was daily life in the North and South affected during the Civil War, especially with regard to economics?

**Content Summary:** Provide a brief (3-4 bullet points or sentences) summary of the subject matter that is going to be addressed in this lesson. For example: This lesson focuses on the changing economy during the Civil War and its effects on home life. As young men and heads of household went off to war, women and children were left at home to manage the family’s day-to-day affairs, including businesses, farms, and other income producing ventures, as well as the upkeep of the home, education of children, and the like. One effect of this changing economy was a shift in traditional gender roles.

**Core Concepts:** Provide a list of key concepts related to the subject matter that students will learn in this lesson. For example: Home economics, Gender roles, Women’s work, Child labor

**Standards:** List relevant NYS and Common Core standards, including a brief narrative description of each (i.e., not just the Roman numerals, letters, numbers from the standards).

**Learning Outcomes:** State the main instructional goals and procedures to be used in this lesson, and describe what students should be able to do as a consequence of the lesson. How will these particular activities contribute to the students’ development of particular competencies? Normally, these statements are phrased as follows, “As a result of doing ______________, students will be able to ______________.”

**Instructional Procedures:**

**Announcements** (optional): Record any announcements (procedural, etc.) you need to make at the start of the lesson.

**For the Board** (optional): Record any directions, topic headings, etc., you will be posting on the board at the beginning of the lesson.

**Opening** (___ minutes): Design an activity to “bait the hook,” providing motivation and orientation to the lesson (also known as a “Do Now,” “Motivation,” or “Anticipatory Set” activity). The opening may be a dramatic event, an anecdote, a trigger reading, a discussion question, etc., that is related to the lesson. Grab the students’ attention and establish relevance. Explain to students your expectations for the day.

**Teaching and Learning Activities** (___ minutes):
List procedures and activities in the order in which they are structured in the lesson, and elaborate on what content will be conveyed. Be specific: How will you (the teacher) convey the information? Lecture, individual exercises, discussion, group exercise, etc.? What will the students be doing in class: analyzing primary sources, devising an argument, doing inquiry, etc.? Will they be working alone or collaboratively? Make sure that you explain each activity/assignment clearly and model the correct procedures.

**Closure** (___ minutes): A lesson is not complete without a formal summary and closure. Review and reinforce what has been learned, identify specific skills or behaviors you want to praise, and give a preview of what’s to come (“Summary and Application”).
**ASSESSMENT:** How will the students be assessed? Measure the behaviors and competencies you expect them to acquire. Be specific about how the assessment activity fits the lesson. (e.g., Homework: What are the homework assignments? Is the homework a continuation of today’s lesson, or a preparation for something in the future? Explain the aim of the assignment. NOTE: Not all lessons require a homework assignment.) Develop an evaluation rubric when appropriate.

**ACCOMMODATIONS/MODIFICATIONS:** Describe any accommodations or modifications you will need to make to this lesson in order to address the needs of diverse learners (LD, G&T, ELL).

**MATERIALS/EQUIPMENT:** List handouts, books, props, equipment, etc. you plan to use.

**SOURCES:** Make a list of sources consulted to create this lesson and/or to be used in it.

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**CLASSROOM OBSERVATION**

Due: December 8

Students are required to complete a minimum of 30 observation hours in a secondary social studies classroom during this course, either in the context of their student teaching placement or arranged on their own. Please let me know where you will be doing your observation by September 29.

**PROCESS FOLIO**

Due: December 15

This final project for the course, known as the “Process-Folio,” is described below.

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**STUDENT RESPONSIBILITIES**

(1) **Attendance, Participation, and Communication**

Students are responsible for attending all class sessions, completing all reading and writing assignments, and participating in all class discussions and activities. If you should be absent from class for any reason, you must assume full responsibility for handing in all assignments, making-up all missed work, and procuring class notes and materials, in a timely fashion.

Please be sure to check the University website and your email on the day of class in the event that the University (e.g., inclement weather) or I (e.g., personal emergency) need to cancel class for whatever reason. Cancelled classes will be made-up when feasible.

Feel free to contact me by email or schedule a phone or face-to-face appointment with me about any issues of interest or concern. Please be aware that, with the exception of emergencies, I rarely respond to emails over the weekend.

(2) **Evaluation of Student Performance**

Written assignments will be evaluated primarily according to the following criteria:

- Do they respond adequately to the questions being asked in the assignment?
- Do they reflect ideas presented in the readings and class discussion?
- Do they represent original, thoughtful, and reflective thinking about the issues?
- Are they comprehensive and comprehensible?
- Have they been completed according to the specifications for the assignment?
- Are they free from grammatical, spelling, and mechanical errors?

I may create more specific grading rubrics for assignments as well.
All work is due on the assigned day; you will be penalized a minimum of half a grade for lateness. Work must be typewritten and it must be submitted in hard copy. Submissions by electronic format will only be accepted for late work and under extenuating circumstances, unless specified otherwise. I will make my best effort to return work to you within a reasonable time frame. Most work will be returned in class.

You will receive a letter grade for this course, based on the following formula:

| Reaction Papers (20%) + Lesson Plans (40%) + Bait the Hook (10%) + Process-Folio (30%) | Final Grade (100%) |

While participation will not be assigned a point value, your semester grade can potentially be elevated or lowered by half a grade based on our assessment of your involvement, cooperation, attitude, effort, and professionalism in this course. Your final grade will be lowered by one full grade, or may result in an F or I, if you miss more than two class sessions (special circumstances will be accommodated on an individual basis).

(3) Classroom “Citizenship”
Inherent in the educational philosophy of this course is a spirit of cooperation and community. The course is viewed as a collegial forum in which students engage in critical and constructive dialogue and activity. It is my goal to maintain a comfortable, positive atmosphere for learning. I hope you will do your part as well. Inappropriate conduct will not be tolerated, and harassment (sexual harassment or otherwise) is prohibited.

(4) Accommodations for Disabilities
Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is deaf or hard of hearing, should register with the Moses Center for Students with Disabilities at (212) 998-4980, 240 Greene Street, www.nyu.edu/csd. Documentation of a student’s disability is required for students seeking accommodations and should be on file at the Moses Center. Students are encouraged to discuss specific needs with me sometime during the first few weeks of the semester; accommodations will not be made retroactively.

(5) Academic Integrity
This course is intended, in part, to provide you with experience in creating curriculum materials for the classroom. While “borrowing” instructional materials from colleagues, textbooks, websites, etc., may be commonplace in educational institutions and at many times advantageous to teachers (it is nice to avoid reinventing the wheel), it is expected that all assignments completed in this course will be the product of your own original thought and effort, unless otherwise indicated. Sources (ideas, materials, textbooks, documents, websites, etc.) should be cited responsibly and credit given where it is due in order to avoid plagiarism. Other forms of scholastic dishonesty include (but are not limited to): cheating on assignments; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the consent of all instructors involved; depriving another student of necessary course materials; and, interfering with another student’s work. Scholastic dishonesty is an affront not only to the educational enterprise, but also to the high standards of the teaching profession, and will be treated accordingly.

(6) Positive Note
After all these rules and regulations, we prefer to end on a positive note, so….
We look forward to working and exploring together this semester!
This final project for the course, known as the “Process-Folio,” should reflect both the process and the product of your learning in Methods. In order to put together this Process-Folio, you will collect together all of the materials you wrote and read for this class and then, after careful consideration of these pieces, plan your responses to the prompts below.

Below, please find descriptions of each piece of writing to be included in this Process-Folio, as well as the criteria by which it will be evaluated:

**PHILOSOPHY OF TEACHING** (Due: September 29)
1) A statement of roughly 2 pages addressing why you want to teach, your beliefs about teaching, and what your goals are for teaching.
This piece has no specific rubric for evaluation, but because it informs all other aspects of the Process-Folio, it is an essential component and should be completed with great care.

**CONTEXT FOR LEARNING CLASSROOM DESCRIPTION** (Due: November 3)
2) A discussion of 2-3 pages of the class you wrote your unit for, specifically addressing the context and environment (see EdTPA, p.8-9). This should address:
   • which school and grade this is and what the classroom looks and feels like
   • who – descriptively – is there in the room
   • what has been done to set the tone (either by you or by the CT) in the classroom
   • what kind of academic preparation your students have, including the challenges they face that can impede learning and the strengths they bring to the classroom
   • what you needed to do to adapt your lesson plans for this classroom of learners.
   *EdTPA rubric 2*

**UBD TEMPLATE** (Due: October 20)
3) Your revised UBD template, covering stages 1 and 2 (through assessment evidence) for your unit. You should put a shortened version of your assessment into the “assessment evidence” section and also add additional performance tasks – shorter papers, quizzes, debates, presentations – that you would use to assess learning and teaching in your unit.
   *Wiggins and McTighe, UbD Design Standards rubric, stages 1 and 2 and “overall design” (Chapter 11, specifically p.181-182)*

**AUTHENTIC ASSESSMENT** (Due: November 24)
4) The original plus a revised version of your authentic assessment in a format that you would hand out to students. Include with it the evaluation tool (i.e., rubric) that indicates how you will judge your students’ work.
   *EdTPA rubric 1, 2, 3, 5*

**LESSON PLANS** (Due: October 27, November 10, November 17, December 1)
5) At least four lesson plans from your unit, each featuring at least one of the approaches to teaching social studies that we addressed as a class: group work,
document-based lessons, teaching reading and writing skills, experiential learning/drama, discussion-based lessons, lecture, etc. At least one lesson must make explicit connections to Common Core key concepts and ideas. Every lesson must identify a central focus and describe relevant academic language (EdTPA). Your four lessons, taken together, should show facility in working with the approaches we addressed as a class this semester. Please make sure you include all primary source documents, handouts, guidelines, and other materials needed for each lesson.

EdTPA rubrics 1, 2, 3, 5

LESSON REVISION REFLECTION (Due: December 8)
6) For one of your submitted lesson plans, please provide a one-page discussion of the ways you changed the lesson based on feedback and the larger concerns you brought to bear on your revisions of the lesson plan.

EdTPA rubrics 1, 2, 3

FOCUS LEARNER ACCOMMODATIONS STATEMENT (Due: November 17)
7) A critical narrative of roughly 2-3 pages that addresses the extent to which your unit meets the needs and requirements of the focus learners (EdTPA) in your classroom who have special learning needs, in particular, your IEP students or English language learners. Please be sure to include citations and quotations from relevant readings and discuss how your unit aims to incorporate the particular approaches outlines.

EdTPA rubrics 2, 3, 5

NARRATIVE DISCUSSION/REFLECTION (Due: December 8)
8) A critical narrative discussion of at least 3 pages that pulls together all elements of the Process-Folio. This key piece of the project should address the ways in which your unit, your final assessment, and your lessons reflect your goals and beliefs as a teacher, as laid out in your statement about why you want to teach. Include the ways in which the unit does (and/or does not) build toward your goals – how the lessons prepare students for the final assessment, which reflects the essential goals of the unit, which reflects the enduring understandings you identified, which themselves reflect your beliefs about teaching and learning. This narrative should include discussion of at least three course readings (with citations) that best informed your thinking about and practice of curriculum and instruction in social studies education and how you made sense of those readings in your conceptualization of your unit and the other pieces of the portfolio.

EdTPA rubrics 1, 2, 3, 5

PRESENTATION OF FINAL PRODUCT (Due: December 8, December 15)
9) Come to our final class session prepared to briefly present and discuss your Process-Folio. Incorporate feedback into your final product, as needed.
10) Your final Process-Folio should be compiled into a single PDF file and/or presented in a three-ring binder.