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 at a particular time, 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 NYU Classes and noted with an *asterisk):
• 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
• Additional articles and excerpts
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):
• Van Sledright, B. (2002). In Search of America's Past: Learning to Read History in Elementary School.

Grading Policy
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%

Assignment descriptions follow the course schedule.
<table>
<thead>
<tr>
<th><strong>SCHEDULE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 28</strong></td>
</tr>
<tr>
<td><strong>INTRODUCTION: WHY TEACH SOCIAL STUDIES?</strong></td>
</tr>
<tr>
<td>• Why am I a teacher?</td>
</tr>
<tr>
<td>• What is the purpose of schooling?</td>
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<tr>
<td>• Why teach history/social studies/social education?</td>
</tr>
<tr>
<td>• Overview of syllabus and EdTPA Handbook</td>
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</tbody>
</table>

| **February 4** |
| **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 |
|   o *Social Studies, p.23-25, 46-51* |
|   o *New York State Standards (access online),* NCSS Standards, *Common Core* |

**BAIT THE HOOK: _____________________**

| **February 11** |
| **CURRICULUM 101** |
| • Conceptions of curriculum |
| • Scope and sequence (course → unit → lesson) |
| • Curriculum = methods + content |
| • Using curriculum standards, frameworks, and materials |
| ➢ Process-Folio described |
|   o *Social Studies, p.137-149* |
|   o *Understanding, Chapters 1-2* |

**BAIT THE HOOK: _____________________**

**REFLECTION 1 DUE**

| **February 18** |
| **LESSON PLANNING 101** |
| • Backward planning |
| • Core concepts |
| • Matching content and skills |
| • Standard lesson plan formulas and formats |
|   o *Social Studies, Chapters 7-8* |
|   o *Understanding, Chapter 11* |

**BAIT THE HOOK: _____________________**

Process-Folio PHILOSOPHY OF TEACHING
DOING HISTORY

- Beyond the textbook: document-based instruction
- Inquiry methods
- The sources of history: archives and artifacts
  - *Social Studies*, p. 25-46
  - *Bruce VanSledright (2004), “What Does it Mean to Think Historically?...and How Do You Teach It?” in *Social Education*
  - *Excerpts from Teaching with Documents: Using Primary Sources from the National Archives*, National Archives and Records Administration and National Council for the Social Studies, Washington, D.C. 1989

BAIT THE HOOK: _____________________

REFLECTION 2 DUE

March 4

SOCIAL STUDDIES AND THE SOCIAL SCIENCES

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

BAIT THE HOOK: _____________________

Process-Folio UbD TEMPLATE

March 11

INTERDISCIPLINARY PLANNING AND SKILLS DEVELOPMENT

- Interdisciplinary planning
- Problem-based learning
- Layered curriculum
- Skills development (e.g., reading and writing)
  - Process-Folio work
    - *Social Studies*, Chapter 10
    - *Understanding*, Chapter 9

BAIT THE HOOK: _____________________

LESSON PLAN 1 DUE

March 18

NO CLASS- SPRING BREAK

March 25

DIFFERENTIATED INSTRUCTION: REACHING ALL STUDENTS

- Learning styles theories
- Students of differing abilities (e.g., LD, G&T, and ESL)
  - Process-Folio work
    - *Understanding*, Chapters 4

BAIT THE HOOK: _____________________

Process-Folio CLASSROOM DESCRIPTION
April 1

**EVALUATION AND ASSESSMENT**
- Varieties of assessment (e.g., authentic assessment)
- Assessment rubrics
- How to provide effective feedback
- Classroom management
  - Process-Folio work
    - *Social Studies*, Chapter 12
    - *Understanding*, Chapters 5-6

BAIT THE HOOK: _____________________
LESSON PLAN 2 DUE

April 8

**WORKING TOGETHER / HOLDING MEANINGFUL DISCUSSIONS**
- Cooperative learning: theory and practice
- Structured Academic Controversy (SAC)
  - *Johnson and Johnson readings on cooperative learning*
  - *Barry Croom (2004) “Are There any Questions?” in *Teachers College Record*

BAIT THE HOOK: _____________________
LESSON PLAN 3 DUE
Process-Folio ACCOMMODATIONS STATEMENT

April 15

**NO CLASS- INDIVIDUAL APPOINTMENTS TO BE SCHEDULED**

April 22

**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
  - *Social Studies*, Chapters 9, 11, 13
  - *Understanding*, Chapters 7-8

BAIT THE HOOK: _____________________
Process-Folio AUTHENTIC ASSESSMENT
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)
  - Melinda Fine (1993) “You Can’t Just Say that the Only Ones who can Speak are Those who Agree with Your Position: Political Discourse in the Classroom,” in Harvard Education Quarterly

BAIT THE HOOK: _____________________
LESSON PLAN 4 DUE

May 6

STUDENT PRESENTATIONS AND WRAP-UP
Process-Folio DUE

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 no larger than 12 pt), 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, “Brensilver says that teaching social studies is fun” (Brensilver, 2013, 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: February 11
This reflection focuses specifically on the teaching of social studies. Respond at some length 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

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

Each week (according to the course schedule), a student will be given the opportunity to model a “bait the hook” activity (discussed in our “Lesson Planning 101” session) 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 (I can extend this a bit if you clear it in advance). We will then take about 5 minutes to debrief. (NOTE: Please bring a treat for the class on your presentation day!)

Final Presentation

Each student will have an opportunity to share and discuss their process folio at the end of the semester (c. 12 minutes per person). You should view this presentation as a mock teaching exercise. 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 into lesson planning, 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

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

- Skills development
- Arts and activities
- Group work
- Technology

Your lesson plans should follow format for lesson planning posted on NYU Classes.
CLASSROOM OBSERVATION

Due: May 6

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 February 18.

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 us by email or schedule a phone or face-to-face appointment with me about any issues of interest or concern. I will respond to all inquiries as quickly as possible, but please be patient.

(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.

While participation will not be assigned a point value, your semester grade can potentially be elevated or lowered by half a grade based on my 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](http://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, I prefer to end on a positive note, so….

I look forward to working and exploring together this semester!