EDU 497.10 – Teaching Social Studies in Middle & Secondary Schools  
Autumn 2011

Instructor
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Office hours: MWF 9-10 AM; M 2-4 PM; and by arrangement

Course purpose
This course and the field experience that goes with it are intended to help you connect your knowledge of history and the social sciences with successful teaching of middle and secondary students. You will work with social studies curriculum standards and a variety of methods and resources used in teaching social studies. My goal is to help you prepare for a successful student teaching experience.

Course goals
Upon completion of the course, if you have been an active participant, you should be able to:

- Explain the goals and major approaches to social studies education;
- Identify the knowledge base of the social studies curriculum;
- Use national, state, and local social studies curriculum standards in planning for instruction;
- Design effective social studies instruction using the methods of inquiry in history and the social sciences, including the history, cultural heritage, and contemporary status of American Indians;
- Assess student learning of social studies curriculum;
- Use a variety of teaching techniques, resources, and materials;
- Recognize and plan for the distinctive, diverse needs of middle and secondary students; and
- Plan instruction in consensus, political values for the development of democratic citizenship among American youth.

Required readings and materials
- Readings on Moodle
- Professional development portfolio

Instructional Notes
I have organized this course as a discussion and demonstration course. We will investigate social studies issues and participate in as many teaching activities as time allows. We will peer-review selected assignments and each of you will engage in practice teaching. Assignments are focused and practical. Feel free to discuss early drafts with me. Assignments are due by 5:00 pm on the specified day but I accept late assignments with one letter grade deducted for each day late. Note that each written assignment includes evaluation of the quality of writing. A Moodle supplement will house our required readings and show grades earned. A calendar is attached to help you stay organized.
I make every effort to be aware of the special needs of individuals as well as the needs of the group. Let me know of any accommodation I can provide and any suggestions you may have for the benefit of the class.

I encourage you to adapt and use teaching ideas, examples, or materials from other sources, including the Internet. Be careful in giving appropriate credit for sources used. Ask me if you need assistance in the citation of sources.

I expect all students to practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. I expect all students to be familiar with the Student Conduct Code. The Code is available for review online at: http://life.umt.edu/vpsa/student_conduct.php. Note that the Code defines plagiarism as the representation of another person’s words, ideas, data, or materials as one's own.

Graduate Students
The Graduate School assumes that graduate students are taking this course for graduate credit. Please see me to discuss the graduate project required for graduate credit. If you do not want graduate credit, contact the Graduate School immediately to make the necessary changes in your registration for this course only.

Course Requirements
Participation. You can earn up to 30 points by demonstrating good participation skills suitable for a university classroom. Being punctual, engaged, and answering your share of my questions during whole-class sessions; working effectively with colleagues in small-group discussions; leaving electronics and newspapers out of sight; and refraining from eating are examples of behavior that will be rewarded.

Professional resume. Prepare a resume suitable for use in finding a first teaching position. It should be accurate, succinct, and clearly organized; limit to one page. These are the criteria for evaluation. Samples and suggestions are available from many sources, including UM’s Career Services Office. Bring a polished draft to class September 6 for peer review; final version is due September 13. Ten points possible.

Professional development portfolio. This is the portfolio I will evaluate at the end of your student teaching semester. Include the following:
   a. resume;
   b. essay for admission to the Teacher Education (or graduate) Program;
   c. goals following C&I 200;
   d. evidence of completion of two community-based, volunteer experiences;
   e. best piece of academic work completed within your teaching field(s) and a reflective essay on how it connects with your future teaching;
   f. reaction paper concerning your participation in at least one professional conference, teacher in-service workshop, or policy meeting;
   g. goals for student teaching (completed at the end of this semester);
   h. classroom management plan (completed in C&I 410/EDU 345);
i. use of technology in a lesson plan (completed in C&I 306/EDU 370);
The remaining elements of the portfolio will be completed during student teaching; make a place for each in the portfolio now:

j. two self-critiques, from video tapes;
k. mid-term reflective essay;
l. assessed, representative samples of your students’ work; and
m. final reflective essay at the end of the student teaching semester summarizing your views on teaching and learning.
Criteria for evaluation are evidence of:

- inclusion of all required elements as listed above;
- quality of analysis in reaction and response essays; and
- ease of use and professional appearance of the portfolio.

The portfolio is due September 13. Ten points possible.

Course calendar. Select a history or social studies course and grade level, for example 8th grade American history. Use the Missoula County Public Schools Social Studies Curriculum (see Moodle) and organize by weeks the list of standards and competencies to be studied and assessments to be used in this course, August 29 – June 8. There are typically 36 weeks in a school year, divided into 2 semesters of 18 weeks each and 4 quarters of 9 weeks each. Use a textbook (e.g., from our classroom or the Mansfield Library Curriculum Collection) and the California state curriculum guide (see Moodle) to help identify unit titles that fit the MCPS standards and competencies. Include, as appropriate, Montana OPI’s “Essential Understandings Regarding Montana Indian” (see Moodle). Present your calendar assignment in your choice of a graphic design (i.e., table or chart). Criteria for evaluation are evidence of:

- a year’s list of units that fits the MCPS curriculum and is appropriate to the grade level;
- a list that is realistic, challenging, and comprehensive;
- inclusion of the “Essential Understandings,” as appropriate; and
- clear, concise writing.
Due October 4. Thirty-five points possible.

Reaction paper for your portfolio. Attend at least two hours of presentations at the annual meeting of the Montana Council for the Social Studies at Sentinel High School, October 20-21. Write a brief summary of the session(s) you attended and a statement of your observations about professional development among teachers. End with your thoughts on topics you think MCSS should try to include in its next conference program. Criteria for evaluation are evidence of:

- conference attendance;
- thoughtful observations; and
- clear, concise writing.
Due October 25. Fifteen points possible. If you are not able to attend the MCSS conference, substitute another professional development experience.
Two lesson plans. Select two topics from your course calendar and write lesson plans for each. The lessons should show how you plan to teach one or more of the competencies. The first plan may emphasize a strategy of your choice; the second plan should use the Library of Congress primary source teaching materials, if appropriate. Use the template I will provide, to include objectives, methods, evaluation, and resources. Single space and limit each lesson plan to two pages, excluding any student materials. It should be complete and ready to use. Attach any materials you will give you students. Criteria for evaluation are evidence of:
  • clear connection with the MCPS curriculum;
  • quality and specificity of the content;
  • inclusion of challenging objectives, methods, evaluation, and resources;
  • appropriate use of LOC materials in lesson two, if appropriate; and
  • clear, concise writing.
Due November 1 and November 15. Twenty-five points each, fifty points total possible.

Practice instruction episodes. You will have two opportunities to demonstrate teaching ability.
  1) On September 27, you will work with a small team to plan and teach a social studies topic I will provide. Criteria for evaluation are evidence of your ability to work with others to plan and teach a specific topic or skill. Ten points are possible.
  2) Individually, select a topic or skill from your year plan, but not one from your lesson plans, and teach it to our class. Include at least one visual resource, e.g., photo, map, cartoon, or artifact. You will have about 15-20 minutes of class time. Class members will apply an evaluation rubric. Criteria for evaluation are evidence of:
  • an effective, appropriate visual aid;
  • effective organization, including use of time; and
  • ability to explain or demonstrate a specific, substantive topic or skill;
  • energy and professional appearance.
We will schedule the individual episodes, about four each day, from November 8 through December 6. Twenty points possible.

Critique published lesson plans. From a set of articles I will provide on Moodle, choose one and critique it. Each article provides ideas on how to teach a social studies topic. In your critique, include analysis of the:
  • quality of the history or social science contents as presented in the article;
  • practicality of teaching the topic (e.g., does it fit within the MCPS curriculum?);
  • lesson’s potential for engaging the target student audience; and
  • teacher’s preparation needed to teach the lesson.
End your critique with the grade, (e.g., B+) you would give this lesson idea. Criteria for evaluation are evidence of:
  • ability to analyze the article, including the elements listed above; and
  • clear, concise writing.
Due December 6. Twenty points possible.
Grading

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200 points total

Required Readings, on Moodle


