

Marquette University School of Education
EDUC 4007 & EDUC 5007
Teaching Middle & Secondary Social Studies
Wednesday 4:30-7:10
Cramer Hall 038

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COURSE DESCRIPTION

Application of teaching methods to social studies in middle and high schools. Field experience required.

COURSE OVERVIEW

The teaching of middle school and secondary social studies is grounded in history and draws upon the various disciplines of the social sciences and humanities--such as anthropology, geography, sociology, economics, philosophy, and political science--to help students develop a rich understanding of the social world and their place in it. While teaching social studies in our current educational and political context is fraught with difficult decisions, it remains critical for nurturing students' creativity, curiosity, and empathy and for helping students wrestle with their rights and responsibilities in a multicultural, democratic society. This course focuses on the design and enactment of a critical social studies curriculum that is rooted in principles of justice and equity.

We will spend the course reflecting on several big questions: [1] What should we teach in social studies, and why? [2] How should we teach social studies, and why? [3] How do we use the social studies to make meaning of our cultural, political, and social contexts, and how can we apprentice students into this meaning-making? [4] How can the social studies help us engage as participants in the social world?

This course is designed around a set of core assumptions:

1. *The social studies are essential for realizing a multicultural, democratic society.* The questions we ask in the social studies and the actions we take as a result of those questions lay the foundation for students to become democratic participants and advocates for justice.
2. *The social studies are never neutral.* Every decision we make about what to teach, how we teach it, and why we teach it is fraught with politics, culture, bias, and intent.
3. *As teachers, we work within an unequal and unjust educational system.* It is our ethical and moral responsibility to work against those inequities and injustices within our own classrooms.
4. *Teaching is fundamentally relational work.* Our ability to teach content requires first and foremost that we develop respectful, authentic, and critically caring relationships with all of our students. This is the foundation upon which we build classroom community, management structures, and curriculum.
5. *Learning is an interactive, socio-cultural process.* This means that learning is not merely individual cognition, but rather a complex, interactive process in which individuals continuously make meaning in and of their cultural, social and political contexts, both on their own and with others. More simply, teachers and students are always making meaning of the social world from *within* the social world.
6. *Effectively teaching diverse learners requires that we get to know the specific students in our care.* Cultural relevance, social justice, and place-based education are not just buzzwords and jargon; they are necessary for equity in our classrooms as these are how we use what we know about our students' lives to inform the way that we structure our classrooms and instruction.

7. *To work toward equity in our classrooms, we must simultaneously focus on what is within our own locus of control in the classroom AND become advocates for systemic equity.* On a day-to-day basis, we will be most effective as teachers when we are able to focus on how our pedagogical choices affect the students in our classroom. However, those pedagogical choices are embedded within a bigger system, and to do right by the students in our care, we must learn to speak on their behalf and advocate for equity.
8. *All young people are capable of deep thinking about and social action on complicated and controversial topics.* Teaching the social studies is not simply about preparing students for their future as democratic citizens; it is about engaging them as community actors and agents NOW. There are no prerequisite skills for thinking critically about the social context or for becoming active citizens.
9. *Our ultimate goal as social studies teachers is more than achievement.* We live in a society where achievement matters. Yet our ultimate goal as educators is much more than this. We are entrusted with nurturing students' curiosity, creativity, empathy, agency--nurturing their flourishing lives.
10. *Social justice and educational equity are urgent, material concerns for educators and students in Milwaukee.* These are not theoretical or philosophical concerns for us. We live in a city and a state with some of the worst outcomes in the nation for students of color and low-income students. As educators, every choice we make takes a stand--either on the side of the status quo that neglects so many young people, or on the side of equity and justice for our students.

LEARNER OUTCOMES

By the end of this course students will:

1. Reflect on the goals and objectives of social studies education and develop an understanding of inquiry-based, justice-oriented social studies instruction.
2. Identify and evaluate resources--with an emphasis on local and community resources--for teaching social studies in diverse elementary classrooms.
3. Identify and practice various methods for teaching Social Studies that engage students in diverse secondary classrooms.
4. Identify and practice various uses of technology to enhance the teaching of Social Studies.
5. Understand key concepts in secondary social studies and how students come to learn them.
6. Interrogate common misconceptions held by learners in social studies and design curriculum to challenge those misconceptions.
7. Use the Wisconsin Model Academic Standards and/or Common Core State Standards to plan **units of study** in secondary social studies.
8. Teach at least 3-4 lessons in social studies consonant with current theories and principles of secondary social studies learning and teaching.
9. Create and apply valid, reliable assessments of student learning in social studies.
10. Use assessment data to adapt future instruction in social studies.
11. Critically reflect on own teaching practice and development as an effective social studies teacher.
12. Identify professional and community resources available to support teaching and ongoing professional growth.

Wisconsin Teaching Standards Emphasized:

- ❖ *Standard 1 (Content/Pedagogical Content Knowledge):* The teacher understands the central concepts, tools of inquiry & ways of knowing that are central to the discipline(s) s/he teaches
- ❖ *Standard 4 (Pedagogy):* The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving and performance skills.
- ❖ *Standard 7 (Planning):* The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

- ❖ *Standard 8 (Assessment):* The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
- ❖ *Standard 9 (Reflection):* The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community, and others, and who actively seeks out opportunities to grow professionally.
- ❖ *Standard 10 (Community/Collaboration):* The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and who acts with integrity, fairness and in an ethical manner.

Other National Standards Emphasized:

- ❖ Common Core Standards: Literacy in History/Social Studies
[<http://www.corestandards.org/ELA-Literacy/RH/introduction/>]
- ❖ National Council for the Social Studies College, Career, and Civic Life (C3) Framework for Social Studies State Standards [<http://www.socialstudies.org/c3>] and National Curriculum Standards [available as PDF]

COLLEGE OF EDUCATION ASSESSMENT PLAN

In compliance with the Council for the Accreditation of Educator Preparation (CAEP) and the Wisconsin Department of Public Instruction (DPI), the faculty and administration of the College of Education have designed an assessment system which aligns course assignments with teaching standards and indicators. These course assignments called “performance assessments” have been integrated throughout the undergraduate and graduate teacher education programs to provide opportunities for students to demonstrate the knowledge, skills, and dispositions related to effective teaching.

- [1] Key Summative Performance Assessments (KSPAs):** EdTPA Task #3 (Using Assessment to Inform Instruction)
- [2] Formative Assessments:** Unit plan; lesson plans; analysis of videotaped of at least one teaching lesson in the field (can be based on the edTPA)
- [3] Additional Assessments:** Content analysis paper; field journal; Journey Box; Milwaukee Connections

For more information on these assessments, please see Course Content: Assignments, below.

COURSE EXPECTATIONS & POLICIES

Core Expectations

There are five core expectations that I have of you, and that you should have of me.

[1] BE PRESENT: Our time together is very important, so when you are in class, I expect you to be both mentally and physically present by being attentive and engaged. In order to be fully present for the day's activities, I expect that you will come to class prepared, which means having completed the readings before class, bringing them in hard copy, and enthusiastically engaging in the day's activities. Being present also requires that we are judicious in our technology use, which is more often than not a distraction in the classroom. Cell phones are to be used for emergency use only and with the instructor's permission; no texting, social media, or phone calls during class time. I encourage you to bring laptops, but I will only allow you to open them when their use is appropriate or necessary. Students who use technology in inappropriate or distracting ways may be asked to leave class and/or find that their grade is negatively affected.

[2] BE CRITICALLY CONSTRUCTIVE: We will be constructively critiquing each other's work and pushing each other to think about our practice in new and different ways. This is done in the spirit of intellectual

inquiry and demands that we are all respectful, honest, and willing to engage tough questions with each other as a compassionate community. Agreement is not required, but mutual respect and consideration is.

[3] BE PROACTIVE: I am here to support your learning this semester and will provide you with instruction and feedback on the course's formative and summative assessments. I cannot read minds, however: if you have any concerns, please talk with me (either via email, by visiting during office hours, or by scheduling an appointment). I would be happy to make any adjustments we can to facilitate a meaningful course experience.

[4] BE COLLABORATIVE: We are a community of learners who are here to support and challenge each other. Each of us has the responsibility to be an engaged, reliable, and respectful group member who brings something to the class and contributes to classmates' learning in a positive way. Being able to collaborate and contribute will require that you are prepared, that you have completed and brought that week's readings, and that you abide by our course and community's expectations.

[5] BE PROUD OF YOUR WORK: The progression of assignments has been carefully designed to build from one assignment to the next and to draw on in-class work. In addition, this is a fast-paced class with a demanding workload. Extensions, therefore, should only be requested when absolutely necessary and as soon as possible so as not to disrupt your learning and progress. All assignments should be uploaded or submitted in hard copy by the due date (which means that all assignments need to be typed). If assignments are in hard copy, they should be printed in a 10- to 12-point professional font (e.g., Times New Roman, Garamond) and double-spaced. Also, correct grammar and mechanics are expected of teachers who are tasked with teaching writing to their own students, so please proofread your work; anything submitted with numerous errors may be returned to you for editing before grading.

Attendance, Tardiness, & Missed Work

If you are planning on being absent or have an emergency, please contact me by email *before class*. Missing more than one class will affect the participation & preparation portion of your grade, and it may also warrant administrative discipline. Please note that there is no distinction made at Marquette between excused and unexcused absences, with the exception of absences due to legal obligations, religious observances, or university-sanctioned events. For more on Marquette University's attendance policy, see bulletin.marquette.edu/undergrad/academicregulations/. In order to receive credit for missed work due to illness or emergency, you must contact me (in person or via email) *before the assignment is due* to make alternate arrangements. In general, no late work is accepted in this course without speaking to me *before the assignment is due* to make alternate arrangements. Finally, class begins promptly at 4:30pm, and you are expected to be on time. If you are more than ten minutes late, you will be considered absent.

For absences due to religious observances, university-sanctioned events, and legal issues, please see me as soon as you can to work out the details of your absence and missed work. These are all considered excused absences, and thus your grade will not be affected.

Accommodations for Special Needs

Any student with disabilities who may need special accommodations must contact the instructor during the first two weeks of class so that adequate adjustments can be made. Students should also contact the Disability Services office at 414.288.1645.

Academic Integrity

It is assumed that all work will be done in accordance with Marquette's academic integrity policy described in the Honor Code, which obliges students:

1. To fully observe the rules governing exams and assignments regarding resource material, electronic aids, copying, collaborating with others, or engaging in any other behavior that subverts the purpose of the exam or assignment and the directions of the instructor.
2. To turn in work done specifically for the paper or assignment, and not to borrow work either from other students, or from assignments for other courses.
3. To give full and proper credit to sources and references, and to acknowledge the contributions and ideas of others relevant to academic work.
4. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
5. To complete individual assignments individually, and neither to accept nor give unauthorized help.
6. To accurately represent their academic achievements, which may include their grade point average, degree, honors, etc., in transcripts, in interviews, in professional organizations, on resumes and in the workplace
7. To report any observed breaches of this honor code and academic honesty.

COURSE CONTENT

Required Text

Our text is available for order online through Amazon. Additional readings (see Course Bibliography) will be provided through d2l.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (expanded 2nd ed.). Boston: Pearson.

In addition, you will select a text to read independently for our Milwaukee Connections assignment. The possible texts you may select are listed on the last page of the syllabus. Only one person may sign up for a single book, which we will do at our second class meeting. You may also suggest a different history or social science book about Milwaukee or Wisconsin, but you must get your choice approved by the instructor.

Assignments

Your grade in this course will be based on the assignments listed below. *NO LATE WORK WILL BE ACCEPTED unless arrangements have been made before the due date.* When each assignment is introduced in class (see Course Schedule), you will be notified how the assignment is to be handed in (d2l or hard copy). When assignments are handed in electronically on d2l, the time stamp must indicate that the assignment was handed in by the start of class on the day it was due. Please note that the d2l system (like all electronic systems) can have challenges that result from both operator error and system problems. It is advisable to confirm your submission and keep a record of the confirmation in case your submission fails to upload. Computer issues will not generally be accepted as an excuse for late work. Any exceptions to this policy are at the complete discretion of the instructor. Rubrics for each assignment will be shared in class when an assignment is introduced and will then be available for download on d2l.

1. *Participation & Preparation (20%):* As prospective teachers, you are expected to come to class prepared to participate in activities and discussions. In order to do this effectively you must have carefully read and thought about the assigned material. Participation and preparation points will reflect your regular, prompt attendance, your completion of readings, your participation in discussions, your in-class presentations, and your preparation of materials.
 - a. *Discussion Leader:* Each course participant will select ONE reading from the syllabus on which to lead a short (15-minute) discussion. This is an opportunity for you to practice asking Big Questions and to practice your facilitation skills.

2. *Reading Quizzes (10%)*: Throughout the semester, you will be asked to complete short, unannounced reading quizzes that ask you to make connections across readings. These are not 'gotcha' quizzes of minute details but rather a chance for you to show me your deep thinking about the readings.
3. *Content Analysis Paper (10%)*: The content analysis paper is the background for your unit plan. You will be selecting a social studies topic of interest about which to design a unit; your content analysis paper will critically analyze the way this topic is typically presented in secondary classrooms, and it will then present a more critical approach to the topic. You will provide a bibliography in APA style.
4. *Milwaukee Connections (10%)*: Each student will be selecting a social science or history book on Milwaukee (or Wisconsin) to read independently. In class, students will share what they have learned and connect this to the content in secondary classrooms. After our class discussion, you will be putting together a final product based on these readings. The final product is up to you: It can be a lesson plan, field trip, multimedia guide, web or technology tool, service learning opportunity, interdisciplinary connection, or something else you propose. These final products will be available on a public website for your classmates and for others to access.
5. *Field Work (20%)*: As part of the field experience that you are completing, you will be documenting and reflecting on your time in the classroom. This documentation will include lesson plans, a video of and reflection on your teaching, a community inventory, and a set of reflective journals. Prompts will be provided for each of the four deadlines noted on the syllabus.
6. *Revised edTPA Task 3 (10%)*: During your student teaching semester, you will complete the edTPA, which is a requirement for state licensure. To prepare you for that, you will complete as a formative assessment edTPA Task 3 (Assessment) in this course. Task 3 should align with either your unit plan or the teaching you are doing in a practicum placement (and ideally, these three will all be on the same or related content). You will submit a draft of this assignment, for which you will receive a completion grade. On this first submission, you will receive feedback based on the official edTPA rubrics. At the end of the semester, you will hand in a final, revised copy of Task 3, which will be graded based on evidence of growth from your earlier submissions.
7. *Final Unit Plan (20%)*: The final unit plan is a set of at least five connected lessons. This unit plan will reflect our learning during the semester by incorporating principles of inquiry, interdisciplinary approaches to the social sciences, connections to local issues and/or resources, differentiation and cultural relevance, primary sources, and assessment. It will specifically include a Journey Box, something we will learn about earlier in the semester. You will present a piece of your unit to a small group at our final class meeting.

Grade Scale

A = 91-100%	AB = 89-90.9%	B = 81-88.9%	BC = 79-80.9%
C = 71-78.9%	CD = 69-78.9%	D = 61-68.9%	F = 60.9% or less

COURSE SCHEDULE

The following schedule is tentative, and may be revised throughout the semester depending on our group's needs. Please stay up-to-date with any postings and messages on d2l.

Session	Meeting Date	Essential Questions & Readings Due in Class	Assignments Introduced	Assignments Due
1	Tu, 9/1	What are our goals and expectations for this course? What are the social studies and why do we teach them in middle and high school? <ul style="list-style-type: none"> ● <u>Readings (in class)</u>: Wheatley; Howard ● <u>Viewing (in class)</u>: Adichie 	Milwaukee Connections; Field Work #1 (Community Inventory); Reading Quizzes	
2	Tu, 9/8	How are the social studies traditionally taught in middle and high schools? Why should we rethink this approach?	Content Analysis Paper	Milwaukee Connections Book Selection

		<ul style="list-style-type: none"> • <u>Required reading:</u> Loewen, Intro, Chapter 1, and Chapter 2; Ladson-Billings, Lies My Teacher Still Tells; NCSS 		
3	Tu, 9/15	What does learning look like in the social studies? <ul style="list-style-type: none"> ● <u>Required reading:</u> Barton & Levstik; Wiggins & McTighe, Chapters 1-6; King, Newman, & Carmichael 	Lesson Plans & Field Work #2-4	Field Work #1
4	Tu, 9/22	How do we assess learning in the social studies? How can we use assessment to encourage inquiry? <ul style="list-style-type: none"> ● <u>Required reading:</u> Stobaugh et al; Hofer et al; Kingsley & Brinkerhoff; Potter ● <u>Required viewing:</u> Mitra 	edTPA Task #3	
5	Tu, 9/29	How do we design effective and engaging lesson and units? How do we build curriculum, and how do we fit it all in? <ul style="list-style-type: none"> ● <u>Required reading:</u> Wiggins & McTighe, Chapters 7-11; Saye ● <u>Bonus reading:</u> Harris & Bain 	Unit Plan	Content Analysis Paper
6	Tu, 10/6	How and why should we build curriculum from our students' lives and communities? How can we make social studies socially relevant? <ul style="list-style-type: none"> ● <u>Required reading:</u> Kissling & Calabrese Barton; Knupfer; Cuenga; Sobel 		Milwaukee Connections Reading
7	Tu, 10/13	What is historical thinking and how do we teach it? How might historical thinking transform 'traditional' social studies teaching? <ul style="list-style-type: none"> ● <u>Required reading:</u> Seixas & Peck; Van Sledright; Grant, Devil's Island; Banks, Transforming the Mainstream Curriculum 		Field Work #2
8	Tu, 10/20	What is social scientific thinking? How can we incorporate a variety of social sciences in our teaching? <ul style="list-style-type: none"> ● <u>Required reading:</u> Mitchell & Alderman; Ho & Seow; Olin; Batra 		Milwaukee Connections Final Product
9	Tu, 10/27	How can we use primary documents effectively in the social studies? What other tools beyond the textbook do we have to teach social studies, and how can we use them effectively? <ul style="list-style-type: none"> ● <u>Required reading:</u> Barton; Schweber; Newland; Labbo & Field 	Journey Box	
10	Tu, 11/3	How can we engage students in higher-order thinking? How are reading and writing connected to thinking? <ul style="list-style-type: none"> ● <u>Required reading:</u> Case; Sperry; Balantic & Fregosi; Drake & Nelson 		Field Work #3
11	Tu, 11/10	What are the democratic, or civic, purposes of social studies education? Should the social studies classroom be a political and/or controversial space? <ul style="list-style-type: none"> ● <u>Required reading:</u> Rubin; Westheimer & Kahne; Hess & McAvoy; Hess, Controversies about controversial issues ● <u>Bonus reading:</u> Moyers 		
12	Tu, 11/17	How and why should we use discussion in the social studies classroom? How do we ask good questions in social studies? <ul style="list-style-type: none"> ● <u>Required reading:</u> Avery; Lattimer; Parker; Hess, Discussions that Drive Democracy 		edTPA Task #3 DRAFT & Assessment Tool

13	Tu, 11/24	How can we effectively teach diverse learners? How do we make the social studies inviting and accessible for all students? <ul style="list-style-type: none"> ● <u>Required reading:</u> Ladson-Billings, But that's just good teaching!; Jorgenson; Cone ● <u>Reading jigsaw:</u> Choose EITHER Moll OR Cruz & Thornton 		Field Work #4
14	Tu, 12/1	How can we establish a productive and just learning environment? <ul style="list-style-type: none"> ● <u>Revisit:</u> Wheatley ● <u>Required reading:</u> Monroe & Obidah; Close Up; Dalporto; Bondy & Ross ● <u>Required viewing:</u> June Jordan School for Equity ● <u>Bonus reading:</u> Ware 		Final Unit Plan
15	Tu, 12/8	How should the social studies respond to the standardization and testing movements? How do we handle the politics of teaching, especially in Wisconsin? What is good teaching, anyways? <ul style="list-style-type: none"> ● <u>Required reading:</u> Engel; Rothstein; Grant, High-Stakes Testing ● <u>Bonus reading:</u> Thompson 		Revised edTPA Task #3

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