

EDUC546 16

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Course Summary

Course : EDUC546 **Title :** Social Studies Curriculum Development

Length of Course : 16

Prerequisites : EDUC543 **Credit Hours :** 3

Description

Course Description: This course examines the development of behavioral objectives, materials, classroom instructional procedures, subject matter, diagnosis and remediation, and evaluation procedures consistent with the 10 national themes for social studies. In this course candidates develop necessary knowledge and skills to design, plan, and implement a secondary level social studies program. This course includes an overview of the social science disciplines and their concepts and generalizations; the methodology of historical study; strategies for teaching which include a variety of media and both teacher-centered and student-centered activities; and a discussion of the diverse settings in which social studies are taught. Current issues and topics in social studies education are also examined.

Course Scope:

The scope of the course to develop the knowledge, skills, and understandings needed to teach social studies in secondary classroom by providing pre-service secondary teachers with a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences for students. The relationship between educational theory and the development of practical teaching techniques for presenting social studies in the secondary classroom is explored. The course stresses the nature of the secondary school student and the importance of providing relevant instruction that leads to successful learning for the diverse student population encountered in American classrooms.

Objectives

Upon successful completion of this course, candidates will be able to:

1. Discuss reasons to teach social studies and the relevance of social sciences curriculum in education.
2. Discuss the 10 National Themes for Social Studies as a framework for social studies program design
3. Discuss the "history" versus "social studies" debate and its impact on social studies curriculum development
4. Describe the characteristics of an effective social studies curriculum.
5. Explain the role of behavioral and performance-based objectives in teaching social studies and

- develop appropriate criterion and enabling objectives.
6. Integrate social studies with other curriculum areas in secondary education.
 7. Explain the effects of curricular, instructional, and performance-based assessment patterns on an adolescent's understanding of social studies concepts.
 8. Develop social studies lesson plans and other course control documents in four social studies disciplines to include evaluation strategies and assessment procedures.
 9. Teach social studies lessons from an integrated and interdisciplinary approach that meets the individual needs of a diverse student population in a fair and equitable manner.
 10. Implement social studies curriculum that supports ethical commitments and responsible and thoughtful citizenship.
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Outline

Week 1:

Objectives

1. Describe the seven traditional disciplines of social sciences and four most commonly accepted.
2. Compare and contrast the value of a "passive" approach to teaching social studies with an "active" approach that creates a personally meaningful understanding of the world.
3. Describe the three roles of teachers in social studies curriculum implementation.

Reading

- Thornton. – Introduction, Chapter 1
- Ross – Introduction, Chapter 1, 3, 5

Assignment(s)

- Homework 1: NCSS

Forum(s)

- Introduction
- Forum 1: Relationships in Social Studies Education
- Forum 2: Authentic Learning in Education

Week 2:

Objectives

1. Describe the seven traditional disciplines of social sciences and four most commonly accepted.
2. Compare and contrast the value of a "passive" approach to teaching social studies with an "active" approach that creates a personally meaningful understanding of the world.
3. Describe the three roles of teachers in social studies curriculum implementation.

Reading

- Thornton. – Introduction, Chapter 1
- Ross – Introduction, Chapter 1, 3, 5

Assignment(s)

- Homework 1: NCSS

Forum(s)

- Introduction
- Forum 1: Relationships in Social Studies Education
- Forum 2: Authentic Learning in Education

Week 3:

Objectives

1. Describe how the learner-centered model applies to elementary social studies education.
2. Define a “constructivist” approach to teaching.
3. Identify the formal and informal sources for appropriate social studies curricula.

Reading

- Ross - Chapter 2, 4
- Thornton - Chapter 2

Assignment(s)

- Homework 2: Curriculum

Forum(s)

- Forum 3: The Heart of the Social Studies Curriculum
- Forum 4: Constructivism

Week 4:

Objectives

1. Describe how the learner-centered model applies to elementary social studies education.
2. Define a “constructivist” approach to teaching.
3. Identify the formal and informal sources for appropriate social studies curricula.

Reading

- Ross - Chapter 2, 4
- Thornton - Chapter 2

Assignment(s)

- Homework 2: Curriculum

Forum(s)

- Forum 3: The Heart of the Social Studies Curriculum
- Forum 4: Constructivism

Week 5:

Objectives

1. Examine students and the diversity they bring to the classroom.
2. Create objectives which are obtainable by all students regardless of race, gender, sex, exceptionality, religion, etc.
3. Continue to examine the curriculum and instructional practices.

Reading

- Thornton - Chapter 3
- Ross - Chapter 6, 7, 8, 9

Assignment(s)

- Homework 3: Classroom as Community

Forum(s)

- Forum 5: Community in the Classroom
- Forum 6: Mirror Image

Week 6:

Objectives

1. Examine students and the diversity they bring to the classroom.
2. Create objectives which are obtainable by all students regardless of race, gender, sex, exceptionality, religion, etc.
3. Continue to examine the curriculum and instructional practices.

Reading

- Thornton - Chapter 3
- Ross - Chapter 6, 7, 8, 9

Assignment(s)

- Homework 3: Classroom as Community

Forum(s)

- Forum 5: Community in the Classroom
- Forum 6: Mirror Image

Week 7:

Objectives

1. Critically assess content of a lesson plan.
2. Describe the steps necessary to implement commercially available social studies curriculum materials.
3. Provide feedback and input on sample lesson plans selected and/or designed by others.

Reading

- Ross - Chapter 12, 14
- Thornton - Chapter 4

Assignment(s)

- Homework 4: Commercial Lesson Plan

Forum(s)

- Forum 7: The 4 Goals of Education
- Forum 8: Lesson Plan Critique and Review

Week 8:

Objectives

1. Critically assess content of a lesson plan.
2. Describe the steps necessary to implement commercially available social studies curriculum materials.
3. Provide feedback and input on sample lesson plans selected and/or designed by others.

Reading

- Ross - Chapter 12, 14
- Thornton - Chapter 4

Assignment(s)

- Homework 4: Commercial Lesson Plan

Forum(s)

- Forum 7: The 4 Goals of Education
- Forum 8: Lesson Plan Critique and Review

Week 9:

Objectives

1. Describe how Object-Based Inquiry can be applied to social studies assessment.
2. Explain the challenges faced by social studies teachers in the move towards performance assessment.
3. Compare and contrast three types of lessons that traditionally characterize social studies instruction.
4. Apply portrait strategies to a social studies lesson.

Reading

- Ross - Chapter 6, 7, 8, 9
- Thornton - Chapter 5

Assignment(s)

- Homework 5: Cultural Conflicts

Forum(s)

- Forum 9: Multicultural Education
- Forum 10: Multicultural Awareness

Week 10:

Objectives

1. Describe how Object-Based Inquiry can be applied to social studies assessment.
2. Explain the challenges faced by social studies teachers in the move towards performance assessment.
3. Compare and contrast three types of lessons that traditionally characterize social studies instruction.
4. Apply portrait strategies to a social studies lesson.

Reading

- Ross - Chapter 6, 7, 8, 9

- Thornton - Chapter 5

Assignment(s)

- Homework 5: Cultural Conflicts

Forum(s)

- Forum 9: Multicultural Education
- Forum 10: Multicultural Awareness

Week 11:

Objectives

1. Compare and contrast the teaching of social studies with the demands of teaching other subjects.
2. Describe what types of learning activities are likely to provide the novice teacher with purpose and the wherewithal to let purpose guide instruction.
3. Explain how a textbook can be overused in a social studies classroom.

Reading

- Ross - Chapter 10, 11, 15, 16
- Thornton - Chapter 6

Assignment(s)

- Homework 6: "Rhythm of Education"
- Field Experiences / Observation

Forum(s)

- Forum 11: "Rhythm of Education"
- Forum 12: Assessment and Politics

Week 12:

Objectives

1. Compare and contrast the teaching of social studies with the demands of teaching other subjects.
2. Describe what types of learning activities are likely to provide the novice teacher with purpose and the wherewithal to let purpose guide instruction.
3. Explain how a textbook can be overused in a social studies classroom.

Reading

- Ross - Chapter 10, 11, 15, 16
- Thornton - Chapter 6

Assignment(s)

- Homework 6: "Rhythm of Education"
- Field Experiences / Observation

Forum(s)

- Forum 11: "Rhythm of Education"
- Forum 12: Assessment and Politics

Week 13:

Objectives

1. Describe the steps necessary to implement commercially available social studies curriculum.
2. Compare and contrast the pedagogical significance of digital source materials.

Reading

- Ross - Chapter 12
- Thornton - Chapter 6

Assignment(s)

- Homework 7: Digital Source Materials

Forum(s)

- Forum 13: Interdependence of Subject Matter and Method
- Forum 14: Consumers of Media

Week 14:

Objectives

1. Describe the steps necessary to implement commercially available social studies curriculum.
2. Compare and contrast the pedagogical significance of digital source materials.

Reading

- Ross - Chapter 12
- Thornton - Chapter 6

Assignment(s)

- Homework 7: Digital Source Materials

Forum(s)

- Forum 13: Interdependence of Subject Matter and Method
- Forum 14: Consumers of Media

Week 15:

Objectives

1. Describe strategies global educators can employ to teach global perspectives.
2. Implement social studies education lessons that advocate a community of full participation.

Reading

- Ross - Chapter 16, 17
- Thornton - Chapter 7

Assignment(s)

- Final Project

Forum(s)

- Forum 15: Social Studies and Society
- Forum 16: Reflections

Week 16:

Objectives

1. Describe strategies global educators can employ to teach global perspectives.
2. Implement social studies education lessons that advocate a community of full participation.

Reading

- Ross - Chapter 16, 17
- Thornton - Chapter 7

Assignment(s)

- Final Project

Forum(s)

- Forum 15: Social Studies and Society
 - Forum 16: Reflections
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Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Social Studies Curriculum : Purposes, Problems, And Possibilities - (Hard copy not available from the APUS Bookstore, please try other sources.)

Author: Ross, E. Wayne

Publication Info: State University of NY Press

ISBN: 9780791469101

Book Title: Teaching Social Studies That Matters : Curriculum for Active Learning

Author: Thornton, Stephen

Publication Info: Teacher's College Press

ISBN: 9780807745229

Required Textbook(s) for this course:

Thornton, S. J. (2005). *Teaching social studies that matters: Curriculum for active learning*. NY: TeachersCollegeColumbiaUniversity. ISBN: 080774522-7

Ross, E. W. (Ed.). (2006). *The social studies curriculum: Purposes, problems, and possibilities* (3rd ed.). Albany, NY: State University of New York Press. ISBN: 0-7914-6910-7

Required Text for this degree program:

Candidates are expected to adhere to APA style throughout the program. *The Publication Manual of the American Psychological Association* (6th ed.) should be purchased and used in all courses.

Web Sites:

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Academy Curricular Exchange

<http://ofcn.org/cyber.serv/academy/ace/soc/high.html>

American Historical Association

<http://www.historians.org/teaching/NCATE.htm>

Association for Social Studies Educators and Teachers

<http://ptan.org/association%5Casset.htm>

Bloom's Taxonomy

<http://www.officeport.com/edu/blooms.htm>

<http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>

Education World – Standards listing

http://www.education-world.com/standards/national/soc_sci/index.shtml

Krathwohl's Taxonomy

<http://classweb.gmu.edu/ndabbagh/Resources/Resources2/krathstax.htm>

National Center for History in the Schools

<http://www.sscnet.ucla.edu/nchs/standards/>

National Council for the Social Studies

<http://www.socialstudies.org/>

National Council on Economics Education

<http://www.ncee.net/ea/index.php>

National Education Technology Standards for Teachers

<http://osx.latech.edu/teachers/index.shtml>

National Geography Standards

<http://www.nationalgeographic.com/xpeditions/standards/>

National Standards for Civics and Government

<http://www.civiced.org/stds.html>

National Standards for History

<http://www.sscnet.ucla.edu/nchs/standards/>

National Social Studies Supervisors Association

<http://www.socialstudies.org/nsssa/>

PASS Social Studies

<http://www.socialstudies.org/pass>

Teaching Matters

http://www.teachingmatters.org/social_studies.htm

The Eighteen National Geography Standards

<http://www.ncge.org/publications/tutorial/standards/>

Course Guidelines

Phasellus eros sopien, lacinia eget veit vitae, viverro finibus neque Donec vulputate (empor erat id laoreet Nunc commodo ornare justo, sit omet ultrices magna pharetro quis Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodales diam eel tempor posuere ougue nsus ullamcorper quom, id vehiculo libero ante oc ipsum, Donec vitae purus magna Curobitur semper dui quis risus pretium finibus Phosellus non magna consectetur, foubibus magno et, ullamcorper eros. Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodoles, diom eel tempor posuere, ougue risus ullomcorper quom, id vehiculo libero ante oc ipsum. Donec vitae purus magna. Curobitur semper dui quia risus pretium finibus. Phasellus non magna consectetur, faucibus magno et, ullomcocper eros. lacinia eget velit vitae, vrvetro finibus neque Donec vulputote tempor erot id looreet Nunc commodo ornare 'usto, sit omet ultrices magno phoretro quis. Ut oc nunc in metus fermentum pellentesque eel quis leo. Fusce sodoles, diom eel tempor posuere, ougue risus ullomcocper quom, id vehiculo libero ante oc ipsum, Donec vitae purus magno. Curobitur semper dui quia risus pretium finibus. Phasellus non magno consectetur, foubibus magno et, ullamcorper ecos. Phosellus eros sopien, lacinia eget veit vitae, viverra finibus neque Donec vulputote tempor erot id looreet Nunc commodo ornare justo, sit omet ultrices magno phoretro quis Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodoles, diom eel tempor posuer ougue nsus ullomcorpec quom, id vehicula libero ante oc ipsum. Donec vitae purus magno Curabitur semper dui quis risus pretium finibus Phosellus non magno consectetur, foubibus magno et, ullomcorpec eros.

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