

## **EDUC 332/532: CURRICULUM & METHODS OF TEACHING IN TODAY'S SECONDARY CLASSROOMS: SOCIAL SCIENCE**

University of San Diego School of Leadership and Education Sciences  
Department of Learning and Teaching

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Location: HSN 103  
Tuesdays 4:40 – 7:30  
Office Hours: Tuesdays 2:00-3:30  
and Thursdays 10:30-12:00

### **Description**

This course provides students with theoretical and practical knowledge for effective instruction in secondary history and social science courses. Successful induction into this field of instruction focuses on three dimensions of the profession. First, we will trace the evolution of history of social science education in the United States from progressive educationist thinking to trends in contemporary curriculum and instruction. Second, the course will focus on prevailing practices in unit and lesson design associated with classroom success. Third, students will practice tailoring units and lesson plans to the needs of diverse learners by sourcing, evaluating, and integrating lesson materials from a variety of analytical lenses focused on educational access and inclusion. Across these sections of the course, students will practice key skill areas of lesson execution, including: opening and closing lessons, checking for understanding, pacing and transitioning, and monitoring and norm setting. Opportunities to design and “try out” instruction will be provided both in class and through school site practicum.

### **California Teacher Performance Expectations (TPEs)**

Dimensions of each California Teacher Performance Expectation will be introduced, practiced, or assessed in this course. A full list of these expectations is presented at the end of this syllabus.

### **Course Objectives and Student Learning Outcomes**

This course supports students to the learning outcomes below. Each student will be able to:

1. Identify key moments in the history of social science education that led to contemporary curriculum and instruction theory, research, and practice.
2. Demonstrate knowledge of their subject area and an understanding of how to effectively engage students in the study of that subject.

3. Understand how to plan effective instruction, teach using appropriate methods, and assess student learning.
4. Use state standards and curriculum frameworks to prepare lessons and units that address global perspectives of events and issues relevant to the content area.
5. Differentiate instruction and assessment to meet the needs of diverse group of learners.
6. Effectively incorporate technology into learning.
7. Understand how to develop a classroom community that encourages respect and cooperation and supports the intellectual, social, and personal development of the students.
8. Develop relationships with peers and cooperating teachers that will support collaborative planning, reflection, and professional growth.
9. Develop and articulate a personal teaching philosophy that is responsive to course readings, class discussion, classroom observation, and personal experience.
10. Understand how to craft curriculum and classroom environments which respect individual values and student diversity.

**Required Texts and Resources**

There are three required texts for this course. All students will need a free weebly.com account. All other materials will be provided electronically via Blackboard.

Cuban, L. (2016). *Teaching History Then and Now: A Story of Stability and Change in Schools*. Harvard Education Press: Boston, MA.  
 ISBN: 9781612508863

Evans, R. W. (2004). *The Social Studies Wars: What Should We Teach the Children?* Teachers College Press, New York.  
 ISBN: 0807744190

Wiggins & McTighe (2012). *Understanding by Design*. 2<sup>nd</sup> Edition.  
 ISBN: 1416600353

**Requirements**

Required Element	Due Date	Percent of final Grade	Description
Engagement Attendance Preparation Participation	Ongoing	15% 5% 5% 5%	Active, consistent, and thoughtful engagement is key to success in this course. Students are allowed one absence.
Quiz	10/10	10%	Written exam on the history of social science education

<p>Video Blogs of Key Practices</p> <p>Opening a Lesson                      Checking for Understanding                      Monitoring and Norm Setting                      Transitions and Pacing                      Closing a Lesson</p>	<p>9/26                      10/24                      11/7                      11/28                      12/12</p>	<p>20%</p>	<p>Every two weeks, students will post a video blog of two recordings of each key practice. The first is produced in class in groups. The second is produced independently in the candidate's placement classroom or another setting. Peers will watch and respond to their colleagues' work each week.</p>
<p>Midterm Unit Plan Presentation</p>	<p>11/7 (A)                      11/14 (B)</p>	<p>10%</p>	<p>Candidates will present a 3-5 day unit appropriate to their content area, grade level, and specific student needs.</p>
<p>School Site Pedagogy Analysis</p>	<p>11/21</p>	<p>10%</p>	<p>Students will analyze social science education at their practicum sites using the Cuban book as a reference.</p>
<p>Unit and Lesson Plans</p>	<p>12/19</p>	<p>20%</p>	<p>Final drafts of each student's unit and lesson plans will be evaluated a summative example of their learning.</p>
<p>Final Reflection</p>	<p>12/19</p>	<p>15%</p>	<p>Students will compose an integrative reflective essay building from their initial reflection for the course.</p>

**Assessment and Grading**

Rubrics for each graded element (sans engagement) will be provided in class prior to each assignment. Grades will be posted via Blackboard

**Technology Use**

Students are required to bring a laptop or tablet to class each session. However, please do not use laptops, cell phones, and tablets for non-class use during our classes. You are supposed to focus on participating in class discussions, not on your screen or multi-tasking, during the class.

**Request for Accommodation**

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619-260-4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

### **Grade Incomplete**

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “F”.

### **SOLES Online Course Evaluation**

Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

### **Academic Integrity**

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

### **Statement of Plagiarism**

Students are responsible for knowing what plagiarism is and avoiding it. Students who commit plagiarism are subject to penalties that may include suspension or expulsion from the university. Plagiarism occurs when individuals present the words and/or ideas of others as if they are their own. To avoid plagiarism, you must give credit to your source whenever you use:

- Another person’s idea, opinion, or theory
- Any facts, statistics, graphs, drawings – any piece of information – that are not common knowledge
- Quotations of another person’s spoken or written words
- A paraphrase of another person’s spoken or written words

If you wish more information on what plagiarism is and how to avoid it, please see <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> (the bulleted material above is from this website)

**Course Schedule**

<b>Session</b>	<b>Topic</b>	<b>To Prepare or Turn In</b>
<b>Part I: Continuity and Change in Social Science Education (Weeks 1-5)</b>		
Week 1 9/12	Introductions and Course Overview	Assignments Due: Initial Reflection and Student Survey (both items will be done in class)
Week 2 9/19	Social Science Education in the United States: Emergence and Early Debates	Readings to Prepare: Evans - Introduction, Ch. 1 & 2 (pp. 1-45)  Assignments Due: Video Blog: Opening a Lesson (Group)
Week 3 9/26	Social Science Education and Standards and Accountability in the United States and California	Readings to Prepare: Evans, Ch. 3, 4, & 5 (pp. 46 – 121)  Assignments Due: Video Blog: Opening a Lesson (Individual)
Week 4 10/3	Changemaker event in KIPJ	Readings to Prepare: Evans – Ch. 6, 7, & 8 (pp.122 – 178)
Week 5 10/10	Teaching Social Science Then and Now (Group and Individual Assessments)	Readings to Prepare: Cuban, Introduction & Ch. 1 (Group A (Glenville) or Introduction & Ch. 2 (Group B (Cardozo))  Assignments Due: Quiz; Video Blog: Checking for Understanding and Active Participation (Group)
<b>Part II: Unit and Lesson Planning for Quality Instruction (Weeks 6-10)</b>		
Week 6 10/17	Learning Theories and Classroom Instruction	Readings to Prepare: Wiggins & McTighe, Ch. Introduction & Ch. 1  Assignments Due: Video Blog: Checking for Understanding and Active Participation (Individual)
Week 7 10/24	Common Instructional Models	Readings to Prepare: Wiggins & McTighe, Ch. 2-3; Cuban, Ch. 3 & 4 (Group A (Glenville)) or 3 & 5 (Group B (Cardovo))

		Assignments Due: Video Blog: Monitoring and Norm Setting (Group)
Week 8 10/31	Addressing Standards	Readings to Prepare: Wiggins & McTighe, Ch. 4-5; Cuban, Ch. 6  Assignments Due: Video Blog: Monitoring and Norm Setting (Individual)
Week 9 11/7	Midterm Unit Presentations - Group A	Readings to Prepare: Wiggins & McTighe, Ch. 6-7
Week 10 11/14	Midterm Unit Presentations – Group B	No readings due  Assignment Due: Video Blog: Transitions and Pacing (Group)
<b>Part III: Tailoring Units and Lessons through Reflection and Re-design (Weeks 10-15)</b>		
Week 11 11/21	Mining, Evaluating, and Tailoring Resources  *This class will be held online	Readings to Prepare: Wiggins & McTighe, 8-9  Assignments Due: Pedagogy Analysis
Week 12 11/28	Differentiation	Readings Due: Wiggins & McTighe, 10-11; Jackson, “Start Where Your Students Are;” Tomlinson, “What is Differentiated Learning?”  Assignments Due: Video Blog: Transitions and Pacing (Individual)
Week 13 12/5	Summative and Formative Assessment	Readings Due: Wiggins & McTighe, 12-13 Kohn, A. “The Case Against Grades;” Winger, “Grading What Matters”  Assignments Due: Video Blog: Closing a Lesson (Group)
Week 14 12/12	Historical Thinking and Discipline Integration	Readings Due: Stanford History Group Website, “Reading Like a Historian;” Hillcocks, “Teaching Argument Writing: Grades 6-12”  Assignments Due: Video Blog: Closing a Lesson (Individual)
Week 15 12/19	Exam Week	Unit Due Final Reflection

		Class will not meet. This work will be submitted electronically.
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California TPEs

TPE 1: Engaging and supporting all students in learning.	<p>1.1. Apply knowledge of students, including their prior experiences, interests, and socialemotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.</p> <p>1.2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.</p> <p>1.3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.</p> <p>1.4. Use a variety of developmentally and ability- appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.</p> <p>1.5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.</p> <p>1.7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.</p>
TPE 2: Creating and maintaining effective environments for student learning.	<p>2.2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.</p> <p>2.5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</p>
TPE 3: Understanding and organizing subject matter for student learning content specific pedagogy.	<p>3.1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</p> <p>3.2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.</p> <p>3.3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.</p> <p>3.4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.</p> <p>3.5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</p>
TPE 4: Planning instruction and designing learning experiences for all students.	<p>4.1. Locate and apply information about students' current academic status, content- and standards- related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.</p> <p>4.2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.</p> <p>4.4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; applying principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English</p>

	<p>learners; appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable.</p> <p>4.6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.</p> <p>4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.</p> <p>4.8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons Commission on Teacher Credentialing 11 June 2016 to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.</p>
<p>TPE 5: Assessing student learning.</p>	<p>5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.</p> <p>5.3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.</p> <p>5.5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.</p>
<p>PE 6: Develop as a professional educator.</p>	<p>6.1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</p> <p>6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.</p>