EDCI620
Trends in Secondary School Curriculum: Social Studies
Spring Session 2012
Laurel College Center (Room 308)
Tuesdays 5:30pm-8:30pm

Dr. Lisa Eaker
Email: lisae@umd.edu
Office phone: (301) 405-8854
Office: 2304(P) Benjamin Building, College Park.
Office hours: Before and after class or by appointment.

I. Required Readings:

Readings are available at alfiekohn.org and through ELMS Blackboard

II. Course Rationale and Learning Goals:

To identify a successful teaching experience can be challenging. A teacher may claim success based on student test scores, but how long should a student retain the information for the label of “success” to stick? A teacher may create a lesson that appears to inspire complete classroom participation, but how do we know when participation is genuine and when it is feigned? Is the “A” student from government class still an “A” student if she never participates in civic matters? Likewise, does the “A” in history still merit an “A” if our students can list names and dates but fail to understand the role of interpretation in constructing historical accounts or fail to appreciate historical influences on their own actions? Such questions are not easily answered by simplistic measures of classroom success.

To meaningfully evaluate the merit of our teaching practices requires us to think more deeply and holistically about our teaching; to use a standard that may be more challenging to meet, but tells us something significant about our actions in the classroom. One such standard would be to ask whether or not our teaching has been compelling enough to inspire students to continue to want to learn more about whatever it is that we’ve been teaching. Given the significant content and methodological tools contained within the field of social studies, a negative response to this question should give us great pause. What becomes of a democratic society when its citizens have no interest in pursuing history, government or any of the other social sciences that comprise social studies? Unfortunately, the day-to-day demands of life in the classroom often serve to make concerns for the intellectual growth of our students appear idealistic and irrelevant.

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1 This standard draws on the work of John Dewey who describes the distinction between an educative and mis-educative experience as follows: “The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other. For some experiences are mis-educative. Any experience is mis-educative that has the effect of arresting or distorting the growth of further experience. An experience may be such as to engender callousness; it may produce lack of sensitivity and of responsiveness. Then the possibilities of having richer experience in the future are restricted.”
The purpose of this Secondary Social Studies Pedagogy course is to challenge such thinking by emphasizing the strong connection between pedagogy and learning while providing a range of useful conceptual and material resources along with the opportunity to use these resources in a supportive environment. Ultimately, you should leave this course with increased competency in the following areas:

- The ability to collaborate with colleagues in lesson planning and implementation.
- The ability to use discussion based teaching strategies to help build and support student learning.
- The ability to support student learning through the appropriate application of specific knowledge building activities such as mini-lectures and image based lesson planning.

Furthermore, the course goals for EDCI 426 are aligned with the Department of Curriculum and Instruction’s Conceptual Framework for Teaching (See Appendix B) and the Interstate New Teacher Assessment and Support Consortium’s (INTASC’s) standards for beginning teachers (See Appendix C).

III: Course Assignments:

a) Participation/Peer Critique
(INTASC’S Principal #9)
(EDCI Conceptual Framework: Knowledge of Pedagogy, Attention to the Collaborative Sphere,)

A significant portion of this course will be devoted to presenting and observing lessons that utilize different teaching strategies. During the classes when you are not presenting you will be asked to offer thoughtful critique and useful written feedback to your peers. You will receive a √+ or √- for each written response and each of these responses is to be posted on the ELMS discussion board. The combination of this written feedback and your active presence in the course will provide the final score for participation.

b) Teaching Presentations
(INTASC’S Principal #2,4,5,6,7)
(EDCI Conceptual Framework: Knowledge of Pedagogy, Attention to the Collaborative Sphere,)

You will be asked to create and teach three lessons. Each abbreviated lesson represents the application and enactment of a teaching strategy that we will be examining and participating in during our time in EDCI620.

Presentation 1: TPA lesson
Presentation 2: Teaching with video/imagery
Presentation 3: Teaching controversial issues
Presentation 4: Adapted lesson
PRESENTATION 1: Teaching TPA  
FORMAT: 20 Minutes (teach the lesson)  
This is an opportunity to practice the lesson that you intend to complete for your TPA.  
WRITTEN RESPONSE INCLUDES:  
• TPA lesson plan format (draft only and to be used for peer feedback--Post to ELMS)  
• Description of the special challenges that this lesson may pose as a teacher and as a learner. (Turn this in night of presentation)

PRESENTATION 2: Teaching with video  
FORMAT: 15 Minutes (teach the lesson—including 5 minute video clip)  
WRITTEN RESPONSE INCLUDES AND/OR ADDRESSES THE FOLLOWING:  
• Create three questions to accompany the clip and to make the viewing meaningful  
• What comes before and after the clip?  
• What will you ask students to look for as they watch the clip?

PRESENTATION 3: Teaching controversial issues  
FORMAT: 15 Minutes (teach the lesson)  
WRITTEN RESPONSE INCLUDES AND/OR ADDRESSES THE FOLLOWING:  
• Definition and description of the controversial issue.  
• Description of the special challenges that this lesson may pose as a teacher and as a learner.

PRESENTATION 4: Teaching an adapted lesson  
FORMAT: 15 Minutes (explain the lesson)  
• Why you chose this lesson—what makes it appealing?  
• Are there any shortcomings to this lesson?  
• What will you change to adapt the lesson to your needs and the needs of your students?

WRITTEN RESPONSE INCLUDES THE FOLLOWING—(See Appendix A)  
Substantive: Students will/will be able to…  
Disciplinary & Language-focused: Students will/will be able to…  
Informal & Formal Assessment: For each method of assessing student learning that you will employ in this lesson, list the assessment tool or procedure and identify the learning objective(s) being assessed.  
Instructional Activities/Learning Tasks: Specify clearly each step of the lesson. List the actions that you and the students will take for each of the following sections.

PRESENTATION 5: Critical Issues in Teaching and Learning  
(INTASC’S Principal #9)  
FORMAT: 30 minutes (Group led discussion)  
WRITTEN RESPONSE  
This assignment is intended to encourage critical inquiry around issues related to teaching and learning. You are responsible for selecting and reading five articles from the alfielkohn.org website (See “Spotlight Articles” and “Education Week”—listed under “Education Periodicals”) and collaborating with a small group to select one article that you will use to lead a class discussion.
V. EVALUATION

Your final grade will be based on your success in achieving the goals set out for this course as demonstrated through your participation and performance on class assignments.

| (Active!) Participation/ Peer feedback | 5 points |
| Lesson presentations plan (4) | 10 points |
| TPA (P/F) (10 points presentation/10 points written portion) | 20 points |
| TWV (10 points presentation/10 points written portion) | 20 points |
| TWC (10 points presentation/10 points written portion) | 20 points |
| TAL (5 points presentation / 5 points written portion) | 10 points |
| Critical Issue Reflections/Presentation (2 points per (5) reflection+discussion (5) | 15 points |
| TOTAL | 100 points |

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>93-99</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
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<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<td>60-69</td>
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UNIVERSITY OF MARYLAND HONOR PLEDGE

The University has a nationally recognized honor code, administered by the Student Honor Council. The SHC proposed and the University Senate approved an honor pledge. The pledge reads as follows:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Unless otherwise advised, the pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments for evaluation in this course. Students who fail to write and sign the pledge will be asked to confer with the instructor.

ACADEMIC ACCOMMODATION

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.
VI. *Schedule of Classes

<table>
<thead>
<tr>
<th>Week 1 (January 31)</th>
<th>Welcome! Introduction to the course</th>
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<tbody>
<tr>
<td>Week 2 (February 7)</td>
<td>Presentations: TPA</td>
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<td>Week 3 (February 14)</td>
<td>Presentations: TPA</td>
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<tr>
<td>Week 4 (February 21)</td>
<td>McCall/Seminar</td>
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<td>Week 5 (February 28)</td>
<td>Teaching with video (Guest speaker-Diane Nicoll)</td>
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<td>READINGS DUE: alfiiekohn.org</td>
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<tr>
<td>Week 6 (March 6)</td>
<td>Presentations: Teaching with video</td>
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<td></td>
<td>READINGS DUE: alfiiekohn.org</td>
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<tr>
<td>Week 7 (March 13)</td>
<td>Presentations: Teaching with video</td>
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<td></td>
<td>READINGS DUE: alfiiekohn.org</td>
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<tr>
<td>Week 8 (March 20)</td>
<td>McCall/Seminar</td>
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<tr>
<td>Week 9 (March 27)</td>
<td>Teaching Controversial Issues (Guest speaker-Diane Nicoll)</td>
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<td></td>
<td>READINGS DUE: alfiiekohn.org</td>
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<tr>
<td>Week 10  April 3</td>
<td>PGCPS, HCPS, &amp; MCPS BREAK</td>
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<tr>
<td></td>
<td>NO CLASS</td>
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<tr>
<td>Week 11 (April 10)</td>
<td>Presentations: Teaching Controversial Issues</td>
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<tr>
<td></td>
<td>READINGS DUE: alfiiekohn.org</td>
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<tr>
<td>Week 12 (April 17)</td>
<td>Presentations: Teaching Controversial Issues</td>
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<td>READINGS DUE: alfiiekohn.org</td>
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<td>Week 13 (April 24)</td>
<td>McCall/Seminar</td>
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<td>Week 14 (May 1)</td>
<td>Presentations: Adapted lesson</td>
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<td></td>
<td>DUE: Reading reflections/responses (5) to Kohn</td>
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<td></td>
<td>In class: small group process and planning session</td>
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<tr>
<td>Week 15 (May 8)</td>
<td>Presentations: Critical issue</td>
</tr>
</tbody>
</table>

*This schedule of classes is subject to change*
Grade Level and Course:

District Standards:

NCSS and/or Common Core Standards:

Essential Question:

Learning Objectives:
  Substantive: *Students will/will be able to...*
  •
  •
  Disciplinary & Language-focused: *Students will/will be able to...*
  •
  •

Informal & Formal Assessment: *For each method of assessing student learning that you will employ in this lesson, list the assessment tool or procedure and identify the learning objective(s) being assessed.*

Resources & Materials: *List all resources and materials you will present and/or provide to students during this lesson.*

Instructional Activities/Learning Tasks: *Specify clearly each step of the lesson. List the actions that you and the students will take for each of the following sections.*

  - Warm-Up
  - Main Instructional Activities/Learning Tasks
  - Closure

Attachments (up to 5 additional pages): *Attach key instructional materials and all assessment tools/procedures*
APPENDIX B

The intent of the teacher education program at UMCP is to prepare reflective practitioners for a diverse society through research based professional programs. Our shared vision is consistent with our mission as a Research I institution that views Research and Inquiry, Diversity, Collaboration, and Technology as foundations to our conceptual framework (Figure 1A).

Reflective practitioners need to interact with many types of knowledge when they are making decisions in the world of practice. They need to use their knowledge of subject matter—their understanding of the facts or concepts within the domain of the social studies as well as the ways in which the fundamental principles of the social sciences are organized. Reflective practitioners also need to draw frequently upon their knowledge of curriculum—their understanding of the programs and materials designed for the teaching of social studies at various levels of K-12 schooling. They need to have knowledge of learners, including knowledge of student characteristics and cognition as well as knowledge of motivational and developmental aspects of how students learn. Reflective practitioners need knowledge of educational goals and assessment of student progress, which contribute to instructional decisions. They also need knowledge of social and cultural context to understand how educational goals, learning, and their students interact with such social issues as racism and sexism and such cultural issues as diversity and economic inequalities. Finally reflective practitioners need knowledge of pedagogy—knowledge of pedagogical principles and techniques that are specific to social studies and principles and techniques that are not bound by subject matter or topic. Figure 1A
APPENDIX C
(INTASC)
INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM

Principle #1:
The teacher understands the central concepts, tools of inquiry, and structures of the
discipline(s) he or she teaches and can create learning experiences that make these
aspects of subject matter meaningful for students.

Principle #2:
The teacher understands how children learn and develop, and can provide learning
opportunities that support their intellectual, social and personal development.

Principle #3:
The teacher understands how students differ in their approaches to learning and creates
instructional opportunities that are adapted to diverse learners.

Principle #4:
The teacher understands and uses a variety of instructional strategies to encourage
students’ development of critical thinking, problem solving, and performance skills.

Principle #5:
The teacher uses an understanding of individual and group motivation and behavior to
create a learning environment that encourages positive social interaction, active
engagements in learning, and self-motivation.

Principle #6:
The teacher uses knowledge of effective verbal, nonverbal, and media communication
techniques to foster active inquiry, collaboration, and supportive interaction in the
classroom.

Principle #7:
The teacher plans instruction based upon knowledge of subject matter, students, the
community, and curriculum goals.

Principle #8:
The teacher understands and uses formal and informal assessment strategies to evaluate
and ensure the continuous intellectual, social and physical development of the learner.

Principle #9:
The teacher is a reflective practitioner who continually evaluates the effects of his/her
choices and actions on others (students, parents, and other professionals in the learning
community) and who actively seeks out opportunities to grow professionally.

Principle #10:
The teacher fosters relationships with school colleagues, parents, and agencies in the
larger community to support students’ learning and well-being.