

Course Number: History 420

Course Title: Teaching the Social Sciences

Credit Hours: 3 hours undergraduate/4 hours graduate

Department: History

Catalog Description: This course focuses on acquiring and practicing the skills for teaching the social sciences at the secondary level within the context of history.

Authorized Instructor(s): Prof. Julie L. Peters

Office: 926 UH

Office Hours: Wed. 11-3, Thurs. 11-2

Contact Information: [jlpeters@uic.edu/312-413-9163](mailto:jlpeters@uic.edu/312-413-9163)

Prerequisites: 9 hours of credit in social studies at the college level; approval of instructor

Required Textbooks, materials, and readings: Posted on Blackboard

NCSS Standards: [file:///C:/Users/Owner/Desktop/Julie%20Work/ncss\\_teacher\\_standards\\_2017-rev9-6-17.pdf](file:///C:/Users/Owner/Desktop/Julie%20Work/ncss_teacher_standards_2017-rev9-6-17.pdf)

C3 Framework: <file:///C:/Users/Owner/Desktop/Julie%20Work/c3-framework-for-social-studies-rev0617.pdf>

Other readings as assigned

Methods of Instruction: Lecture, discussion, student presentations, group activities, guest speakers.

Course background/purpose: The aim of this course is to prepare you to become a great social studies teacher. We will examine the specific areas included in social studies: **political science, economics, geography, psychology, sociology, anthropology, and world religions**. Although history is certainly the main topic we associate with social studies, *we will leave history behind for this class and take a closer look at all the other subject areas you may be asked to teach*. We will focus a great deal of time on the art of creating objectives, strategies, and assessments. We will spend time learning about scaffolding lesson plans using elements of Universal Design and strategies for English Language Learners. We will also work to incorporate Illinois Social Studies, National Social Studies, C3, and Common Core Standards into your curriculum ideas, as well as prepare you to successfully complete the edTPA assessment during student teaching. You should leave this class with a lot of ideas as well as some tools you can use as a teacher, both those you've created and those your colleagues have shared with you.

Course objectives/Learning Goals:

Students will be able to:

1. Design lesson plans with:
  - ❑ clear, measurable objectives
  - ❑ engaging strategies that address each objectives, provide variety, reach

students with diverse learning needs and styles, and promote higher order thinking

2. Create assessments that address each objective and authentically assess whether the objectives have been reached
3. Create curriculum materials that meet the needs of diverse learners.
4. Demonstrate increased knowledge of core concepts included in teaching geography, sociology, psychology, world religions, political science, and economics.

**Illinois State Standards Addressed:**

1. Illinois Professional Teaching Standards 1-7
2. Illinois Social and Emotional Learning Standard 2 A-D, 3C

**Alignment with the Council on Teacher Education Conceptual Framework:**

The Council on Teacher Education, which includes all educator preparation programs in the university, has created a Conceptual Framework describing the ideals of teacher development it espouses. The framework focuses on the preparation of teachers (1) who are committed to the education of all children (2) who are knowledgeable; and (3) who are effective practitioners. The aim of this course is to provide students with a forum to discuss their views about the purpose of teaching social studies, an opportunity to develop curriculum materials, and an overview of the content of the various disciplines in the social studies.

Academic Integrity statement [www.uic.edu/depts/dos/studentconduct.html](http://www.uic.edu/depts/dos/studentconduct.html)

**Office of Disability Statement:**

UIC strives to ensure the accessibility of programs, classes, and services to students with disabilities. Reasonable accommodations can be arranged for students with various types of disabilities, such as documented learning disabilities, vision or hearing impairments, and emotional or physical disabilities. If you need accommodations for this class, be sure to register with the Office of Disability Services, 1190 SSB, 413-2183, and let your instructor know your needs.

**Course expectations and grading:**

I expect you to come to class ready to discuss the readings, to share your ideas, and to constructively support your colleagues' work. Please read the syllabus closely so that you are familiar with my policy regarding attendance, late work, and grading. Do not hesitate to ask me questions or to speak with me about this class or about the teaching of history program.

**Participation and Attendance**

Attendance is required. As a professional courtesy, please try to let me know ahead of time if you will be absent or late. If you miss more than 2 classes you will be unable to earn an A in this course. Participation will be assessed on such factors as your ability to discuss the readings, your willingness to take part in group activities, and your willingness to actively listen to your colleagues. Please make every effort to be on time.

Because it is important to me that you master the skills of writing good lesson plans, I will give each of you the opportunity to resubmit work. This policy will only apply to the first four assignments, not the final project. **When you turn in your revised work, please include the original graded work along with the revision.**

Assignments are due by the start of class. Please email me your assignments, or post them to Blackboard where a link is available, so I can give you feedback more quickly. Work turned in after it is due will be considered late. Late work may be deducted 10% of the points earned PER DAY and may not be accepted after the next class date.

If you are going to be absent, please email me your assignment. All work must be typed, proofed for spelling errors, and free of grammatical/mechanical errors. Please see UIC policy regarding plagiarism.

### Grading

UIC does not allow me to give + or – grades. Therefore, although the scale below is quite generous for determining letter grades, I will balance this with high expectations for each assignment:

A=100-90%

B=89-80%

C=79-70%

D=69-60%

F=59% and below

### Assignments

Assignment #1: Objectives	x
Assignment #2 Activities	x
Assignment #3 Assessments	x
Assignment #4: Lesson Plan	100
Preparation/Participation	50
Reading Reflections (20 points each)	200
Final Lesson Plan Project	150
Total Points Possible:	<b>500</b>

## Summary of Assignments: Rubrics to follow

**Assignment #1:** Using your chosen area of social studies, you will create objectives for a particular lesson you will begin to develop.

**Assignment #2:** Using the same subject matter, you will design teaching strategies to teach the objectives you created in Assignment #1.

**Assignment #3:** Continuing with the same subject matter, you will create formative assessments to find out whether your students learned the objectives.

**Assignment #4:** Putting it all together. You will combine and fine tune everything you have created in Assignments #1-3 and create a one-day lesson plan. 100 points for assignments 1-4

**Preparation/Presentation/Participation:** For each class, you will be expected to come prepared by having read assigned materials (and in some cases, researched and read your own materials) so that we can put your knowledge into practice during class. During class, you will be expected to work with others, support their learning, ask questions, listen well, and act as a member of a social studies department as you explore ways to develop curriculum. Since I will not be able to teach you everything about a particular subject area, you will be expected to brush up on major concepts and academic language so you can refer to them in class as we explore teaching ideas. **How do you lose these points? By being late, by not attending class, by texting or working on non-class activities during class, by not being prepared, by side-talking while others are speaking—that kind of thing.** 50 points

**Reading Reflections:** There are 10 Reading Reflections, due at the beginning of class. If you cannot get them to me by that deadline, you have a week to resubmit for potential half credit. Unless you make arrangements with me ahead of time, Reading Reflections will not be accepted after the next class. Each Reading Reflection will have a separate set of expectations which will be available on Blackboard. 200 points.

**Final Project: Lesson Plan Analysis and Commentary** 150 points