

History 420, Fall 2020

Course Title: Teaching the Social Sciences Credit Hours: 3 hours undergraduate/4 hours graduate

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

Contact Information: jlpeters@uic.edu/630-439-5058

Online Course Office Hours: tba.

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

Required Textbooks, materials, and readings: All readings posted on Blackboard

Welcome to History 420

This is the first time History 420 has been taught in a synchronous/asynchronous format. I taught it in the 4-week summer session in June as a completely asynchronous format, so I'm looking forward to adding the opportunity to work with you face to face via Zoom. Here are some features of the blended format we will use:

1. To take the place of the work we would normally do in person, we will use an asynchronous tool called Voice Thread. In this flipped format, direct instruction will take place as you watch weekly Voice Thread lessons and then upload a video/voice/text response to prompts throughout the slides. I hope this will approximate the normally interactive and collaborative nature of History 420. If you are unfamiliar with Voice Thread, please visit this link for a tutorial:
<https://youtu.be/L3NII3fwbYo>

I hope you will be able to upload video of your responses whenever you are prompted to do so. I am aware that this can use up a lot of time and data, so I will try to keep this to a minimum. However, there are options for audio only as well as written responses. If you don't have a good internet connection, you can even call in your response using a cell phone. Usually I will only ask for text-based responses. We have a big class, so it won't be possible for you to respond to or piggy-back off everyone's responses. But I hope you will answer the prompts thoughtfully while responding to what some of your colleagues have to say. **Links to Voice Threads will be posted on Blackboard on the left side column.**

IMPORTANT: Voice Thread Responses will be due by 9 a.m. each Thursday. This will give me a chance to read/view and assess your work before we meet via

Zoom in the afternoon. Please be sure to allow enough time to complete the entire module. *You should set aside at least an hour—perhaps two—to complete the Voice Thread activities.* In addition to listening to me talk about the slides, each week's Voice Thread will ask you to upload responses. Sometimes these will be based on a short reading, watching a video, or completing an exercise within a slide.

2. **We will meet weekly in a synchronous format via Zoom.** For our first class, we will see if it works to meet as a large group. If that gets too cumbersome, or if I am not able to learn how to use break out rooms well enough, we may divide the class into two groups so we have a better chance to interact with each other. Group #1 would meet Thursdays from 2-3:15. Group #2 would meet Thursdays from 3:30-4:45. Let's play this by ear and see what works best.

Participation points for our Zoom meetings will be assessed in several ways.

Sometimes there will be weekly readings; when we meet, I will ask you to share a brief written response to the reading as an "entry ticket" to class. I will also ask you to participate in group discussions by listening carefully to each other, responding to each other, and supporting each other's work.

Attendance: If for some reason you cannot attend a weekly class, please let me know. We will make arrangements for you to make up attendance points if your absence is due to circumstances related to the pandemic (i.e. illness, caring for a family member, or anything like that). These are stressful times, and I know that many of you are juggling multiple personal and family responsibilities.

3. **You will also complete a step-by-step Lesson Plan Assignment throughout the semester.** Details and links are posted on Blackboard in the Weekly Lesson Modules. **You will find instructions on each assignment, as well as a place to upload each on, on the menu item "Lesson Plan Assignments 1-4."** The Lesson Plan assignment is a formative process to teach you how to write clear, measurable objectives; create strategies to teach the objectives; design formative assessments to measure student learning; and finally, to combine all of these elements into a one-day Lesson Plan. Former students report that this is both the most exhausting/frustrating assignment AND the most valuable one. It's great to have big ideas about *what* to teach, but it's quite another to know *how* to teach it those ideas effectively in 45-50 minutes.
4. **Your final project will be to create a Voice Thread lesson on a social studies topic.** Why? Because the future of teaching is going to include the ability to teach using online formats, whether or not we are dealing with a Pandemic. There are lots of tools out there, but I'd like to focus on this one. Don't be nervous about this. Believe me, if I can learn how to do this, so can you 😊.

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. 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.

This course will not teach you the basic concepts of Sociology, Geography, etc. It's not possible to do this. So, if you don't have any background in any of these subjects—or if you're rusty—it's up to you to brush up. I will try to teach you how to teach these topics, but of course what you learn here is just the beginning of that journey.

In general, this course is divided into two parts. The quarter will focus on pedagogy—the nuts and bolts of creating effective one day lesson plans within the context of social studies. The second quarter will focus on a survey of approaches for teaching Sociology, Geography, Psychology, Economics, Civics, and World Religions.

Boilerplate Required Stuff That Must Appear in a Syllabus 😊

Course objectives/Learning Goals: Students will be able to: 1. Design lesson plans with: clear, measurable objectives engaging strategies that address each objective, 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

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.

Summary of Assignments:

You will find a link to upload assignments on Blackboard. There is also a calendar of course topics and assignments on the left menu column on Blackboard. Please let me know if you have any problems finding assignments or links to upload them!

Participation: This will be measured by successful completion of weekly Voice Thread (10 points each) and participation in weekly Zoom classes. Participation means that you are on time to our Zoom session, that you indicate you are listening to others by leaving your video on whenever possible, and that you engage in conversations with others (this can include entering chat comments as well as speaking). We will discuss the major ideas from each week's Voice Thread, clarify any questions, and talk more deeply about how to apply those ideas to teaching.

There are 5 "Entry Ticket" responses that correspond to daily topics throughout the course, as indicated on the course calendar. Most of these topics correspond to a short reading, although one asks you to listen to an audio link. You will be expected to submit a *brief* written response to the readings in the chat box each time we start class where one of these "entry tickets" is due. Links to "Entry Ticket" readings and materials are on the left side menu on Blackboard. These will be worth an additional 10 points each.

Lesson Plan Assignments #1-4: This assignment is broken down into four parts. You can resubmit each part as many times as you need to before moving on to the next part because it is essential for you to master these skills. Although I have specified due dates for each component, we can adjust these submission dates if you need more time before you are ready to move on.

If you cannot complete an assignment on time, please let me know. Otherwise, I retain the right to reduce points by 10% for each late day.

Final Project: Create a Voice Thread Lesson. If the pandemic has taught us anything, it's this: teachers must be ready to use technology and asynchronous learning tools in order to reach students who cannot attend class in person. Details on this final project will be discussed as we enter the second quarter.

Your grade for the class will be based on a portfolio of Voice Thread responses, Zoom class participation, Lesson Plan Assignments #1-#4, and your Voice Thread final lesson.

Points for Assignments:

15 Voice Thread Responses (10 points each)	150
Weekly Zoom Participation (10 points each)	150
Entry Ticket Responses based on readings (10 points each)	25

Lesson Plan Assignment

#1 Objectives (30 points)	
#2 Strategies (30 points)	
#3 Assessments (10 points)	
#4 The Lesson Plan (30 points)	100
Final Voice Thread Lesson	100

525 points possible

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