

**Curriculum and Teaching II – Social Science**  
**CTSE 4060: Spring 2004**  
**Credit Hours: 4 (3 hours lecture, 2 hours lab)**  
**Prerequisites: CTSE 4210, CTSE 4050 and pending internship**

**Instructor:**

Dr. Jada Kohlmeier  
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**Office Hours**

T 10:00-11:30 & 3:30-5:00  
 F 9:00-11:00

**Class Sessions:**

Haley Center 1414  
 T/Th, 12:30-3:15

**Course Description**

This course is designed to assist students in curriculum decision making and planning for instruction, evaluation, and classroom management. Students will reflect upon broad issues concerning middle and secondary schools, the social studies, and the individual disciplines and develop a personal rationale for social studies teaching. Attention will be given to the overall mission of social studies as well as curriculum issues surrounding scope and sequence plans and specific social studies subjects. Teams of students will work collaboratively to design a problem-centered unit and teach that unit in a mentor teacher's social studies class.

**Course Objectives**

Upon completion of this course, students will be able to:

1. Evaluate various proposals for scope and sequence in the social studies.
2. Articulate criteria for deciding what to teach and how to teach it in a middle or secondary social studies course and justify the choice of those criteria.
3. Assess materials and activities for appropriateness in meeting the goals of the social studies.
4. Examine the purposes of the secondary school and the supporting roles of the academic areas, administration, and service areas in the school.
5. Describe national and state standards for social studies literacy among 13-18 year olds.
6. Assess the congruence between the contemporary secondary school and secondary social studies instruction and the goals advocated by professional social studies organizations and leaders.
7. Use computer technology tools and applications to plan and implement multi-media social science instruction.
8. Demonstrate a synthesis of professional knowledge and skills appropriate to a beginning social studies teacher in a laboratory teaching experience.

**Course Requirements and Evaluation**

Task	Due Date	% of Course Grade
<b>I. Curriculum Issues</b>		<b>60 - total</b>
Presentation of a curriculum issue or model – discussion leader	On-going	10
Quizzes on curriculum readings	4/29	10
Teaching Lesson: Draft 1	2/17	15
Teaching Lesson: Draft 2	3/2	15**
Lab Teaching	3/23 – 3/25	10**
<b>II. Professional Development</b>		<b>15 – total*</b>
Professional performance in all course activities (See attached PPI)	On-going	10*
Peer Reviews/Self Evaluation of teaching	4/6	05*
<b>III. Final Professional Philosophy Statement</b>	4/29	<b>25 – total**</b>

\* Core Competency--See # 1 in General Policies and Professional Performance Index

\*\* Core Competency--See # 2 in General Policies

**Texts:** Martorella, P.A. (1996) *Teaching Social Studies in Middle and Secondary Schools*. Macmillan Publishing Co.  
 CTSE 4060 Course Packet (Available in Auburn Bookstores)

## General Class Policies: **BE PROFESSIONAL**

### 1. **Core Competency: Professionalism**

- a. Students must receive at least a “Functional (C)” assessment of competency on the Professional Performance Index to exit the course.
  - b. Assignments are due on announced dates. Unexcused late assignments are unacceptable. Students are responsible for initiating arrangements for missed work due to excused absences.
  - c. Attendance is required. Please be on time. Those with more than one unexcused absences can receive no more than a “D” for the course. Three unexcused tardies are the equivalent of an absence. E-mail or phone and leave a message at my office number above if you are going to miss class.
2. This task reflects a **Core Competency**. Students must receive at least a “Functional (C)” assessment of competency on this task to exit the course. Those who fail to meet this standard on the first attempt may submit one revision. If functional performance is not demonstrated on the second draft, the course must be repeated. In the case of the professional philosophy statement, the second draft must be turned in within the first two weeks of internship and a “functional” score must be attained to exit internship.
  3. Texts will be heavily used in class. BRING TEXT EACH DAY.
  4. Monitor your Auburn University e-mail account regularly for class messages.
  5. Students who need special accommodations should make an appointment as soon as possible to discuss the Accommodation Memo with me.

### **Class Session Topics: A tentative list and sequence**

- Week 1: Course introduction. Social Studies curriculum overview. Establishing priorities and relevance.
- Week 2: Major issues and controversies in curriculum planning: Conceptions of curriculum; the argument for depth & process.
- Week 3: Major issues and controversies in curriculum planning: The argument for coverage and content. Field Lab.
- Week 4: Curriculum priorities debate. Intro to NCSS standards. Field lab.
- Week 5: Curriculum Models: NCSS standards. Design Lab. Field Lab.
- Week 6: Curriculum Models: NCSS standards. Design Lab. Lesson consultations. Field Lab.
- Week 7: Curriculum Models: NCHS standards/Bradley Commission. AL Course of study. Design Lab. Lesson consultations. Field Lab.
- Week 8: Curriculum Models: An Issues-based Curriculum Peer Teaching Lab. Field Lab.
- Week 9: Curriculum Models: Globally Focused Social Studies. Peer Teaching Lab. Field Lab.
- Week 10: Instructional Design Conferences. Peer Teaching Lab. Field Lab.
- Week 11: Instructional Design Conferences. Peer Teaching Lab. Field Lab.
- Week 12: Field Lab Teaching of Problem-centered Units
- Week 13: Curriculum Models: Time, Space, and Culture as organizational concepts. Material selection & development: Technology-based curriculum materials.
- Week 14: Debriefing field experience. Presentations of technology-based curriculum materials.
- Week 15: Societal, school, & classroom cultures: Considerations for social studies rationale-building. Instructional Simulations.

### **Professional Performance Index (PPI): Descriptive Evaluation Criteria**

*For use in Assessing Contributions to Class Activities and Professionalism*

#### **Exemplary**

- |        |    |  |
|--------|----|--|
| 93-100 | A  | Exceptional organization and performance in all facets of the course.  |
| 90-92  | A- | Defines own standards beyond those established. Work reflects serious consideration of readings and shows substantial variety and significant creativity. Demonstrates ability to ask pertinent questions as well as answer them. Demonstrates holistic view of the subject and of high school students in instructional decisions. Significant leadership in contributing to content of class sessions. |

**Competent**

- 87-89 B+ Formulates useful questions. Shows creativity.  
83-86 B Physically and mentally alert to standards. Places subject in context of social studies content courses. Answers questions independently.  
80-82 B- Draws some parallels to other experiences and readings.

**Functional**

- 76-69 C+ Participates with cueing.  
70-75 C Physically and mentally present. Passive acceptance of subject.

**Minimal**

- 60-69 D Inability to understand or accept basic standards. Physically and/or mentally absent too often.

**Unsatisfactory**

- 59 F Massive indifference to standards of professional behavior and scholarship or professional negligence in a laboratory experience.

Due Date	Reading and Lesson Assignments
1/13	Course packet pp. 17-21
1/15	**Barr, R., Barth, J.L., & Shermis, S.S. (1978). <i>The nature of the social studies.</i>
1/20	**Newmann, Fred M. (1988). Can depth replace coverage in the high school curriculum? **Metzger, D.J. (1985) Process v. content: The lost illusion. <b>World History course outlines due.</b>
1/22	Lab observation, journal due by 1/23 8:00 a.m.
1/27	**Hirsch, E.D., Jr. (1988) <i>Cultural Literacy: What every American needs to know.</i> **Ravitch, D. (1989) The plight of history in American schools.
1/29	Lab observation – Topic assigned for Field Lab Teaching – journal due by 8:00 a.m. 1/30
2/3	**National Council for the Social Studies (1979). Revision of the NCSS curriculum guidelines. Workshop on teaching unit: Design Central Question and divide topic into lessons.
2/5	Field Lab – assist teacher, journal due by 8:00 a.m. 2/6
2/10	Relating lab experience to all readings thus far. Workshop on teaching unit: present rough, rough draft to group members for critiquing.
2/12	Field Lab – assist teacher, journal due by 8:00 a.m. 2/13
2/17	**National Council for the Social Studies (1994). Curriculum standards for social studies. Workshop on teaching unit: <b>Individual Lesson Plans – draft #1 - due to Kohlmeier.</b>
2/19	Field Lab, journal due by 8:00 a.m. 2/20

2/24	**National Council for the Social Studies (1984). Social Studies and the education of citizens. Workshop on teaching unit: Lesson plans given back, unit overview creation for OHS/OMS teachers.
2/26	Field Lab – Unit overview (without hand-outs) given to teachers. Journal due by 8:00 a.m. 2/27
3/2	Rehearsal for field teaching. <b>Final Lesson – draft #2 – to Kohlmeier</b> Notify Kohlmeier of any classes you may need to miss due to lab teaching.
3/4	Field Lab, journal due by 8:00 a.m. 3/5
3/9	Rehearsal for field teaching. Lesson plans given back. <b>Unit overview (with hand-outs) to Kohlmeier and OHS/OMS teachers.</b> Give letters to instructors of courses you may miss for lab teaching.
3/11	Field Lab, journal due by 8:00 a.m. 3/12
3/16	Rehearsal for field teaching.
3/18	Field Lab, journal due by 8:00 a.m. 3/19
3/23	Field teaching lab – you're on!
3/24	Field teaching lab – you're on!
3/25	Field teaching lab – you're on!
4/6	**Engle, S.H. and Ochoa, A. (1986). A curriculum for democratic citizenship. Discussion led by:  Debriefing session over field teaching experience. <b>Peer Reviews and Self Evaluation due.</b>
4/8	**Bradley Commission on History & the Schools. (1988). Building a history curriculum. Discussion led by:
4/13	**Downey, M.T. (1986). Time, space, and culture. Discussion led by:
4/15	**Kniep, W.M. (1986). Social Studies within a global education. Discussion led by:
4/20	**Martorella text chapter 3 Discussion led by:
4/22	**Martorella text chapter 9 Discussion led by:
4/27	**Sizer, T. (1995). Selection from: <i>Horace's compromise: The dilemma of the American high school.</i> Discussion led by:  Practice for alternative assessment over readings and authors.
4/29	Dinner for 7 – alternative assessment over readings and authors.