Banner/Catalog Information (Coversheet)

1. ____New Course or _X__ Revision of Existing Course

2. Course prefix and number: __SOS 3400______________________________________________

3. Short title: ___ Social Studies Methods______________________________________________

4. Long title: ___ Social Studies Teaching Methods____________________________________

5. Hours per week: 3_ Class  _1_ Lab  _3_ Credit

6. Terms: ___ Fall  ___ Spring  ___ Summer  _X_ On demand

7. Initial term: __ Fall  _X__ Spring  ___ Summer  Year: 2017

8. Catalog course description:

(3-1-3) Preparation to teach array of social studies classes in secondary schools: U.S. history, world history, civics, and social studies electives. Theoretical and methodological consideration as well as emphasis on practical application, historical thinking, social studies literacy, strategy-based instruction, and reflective teaching. Fifteen hours in clinical experiences are required. This course is designed to meet the needs of students who will receive Social Science Teaching Licensure.

9. Course attributes:

General education component: _N/A________________________________________________

___ Cultural diversity ___ Honors ___ Writing centered  _ _ Writing intensive  ___Writing active

10. Instructional delivery

Type of Course:

___ Lecture  ___ Lab  _X_ Lecture/lab combined  _ _ Independent study/research

___ Internship  ___ Performance  ___ Practicum/clinical  _ _ Other, specify: _______________________

Mode(s) of Delivery:

_XX_ Face to Face  ___ Online  ___ Study Abroad

___ Hybrid, specify approximate amount of on-line and face-to-face instruction____________________

11. Course(s) to be deleted from the catalog once this course is approved. ____none_______

12. Equivalent course(s): __ none______________________________________________

a. Are students allowed to take equivalent course(s) for credit? ___ Yes  ___ No

13. Prerequisite(s): __ SED 2000; SOS 2400; EDP 2330 (old EDP 3331)
a. Can prerequisite be taken concurrently? ___ Yes     __ No

b. Minimum grade required for the prerequisite course(s)?  ___

c. Use Banner coding to enforce prerequisite course(s)?  ___ Yes     _X_ No

d. Who may waive prerequisite(s)?

___ No one     _X_ Chair     ___ Instructor     ___ Advisor     _X_ Other (specify) Social Science Teaching Coordinator

14. Co-requisite(s): ___ N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course:  ___ HIS-Teacher Licensure and SOS majors; sophomores/juniors/seniors

b. Degrees, colleges, majors, levels, classes which may not take the course:  ___ anyone else

16. Repeat status:  _X_ May not be repeated     ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ___

18. Grading methods:  _X_ Standard     ___ CR/NC     ___ Audit     ___ ABC/NC

19. Special grading provisions:

___ Grade for course will not count in a student’s grade point average.

___ Grade for course will not count in hours toward graduation.

___ Grade for course will be removed from GPA if student already has credit for or is registered in: ____________________________

___ Credit hours for course will be removed from student’s hours toward graduation if student already has credit for or is registered in: ____________________________

20. Additional costs to students:

Supplemental Materials or Software

Course Fee  _X_ No     ___ Yes, Explain if yes

21. Community college transfer:

___ A community college course may be judged equivalent.

_ X_ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.
Rationale, Justifications, and Assurances (Part I)

1. **Course** is required for the major(s) of **History with Teacher Licensure; Social Science Teaching (all concentrations)**
   - Course is required for the minor(s) of ____________________
   - Course is required for the certificate program(s) of ______________
   - Course is used as an elective

2. **Rationale for proposal**: This course has changed significantly since it was approved by CAA in fall 2003 due to shifts in research and theoretical approaches to social studies education; changes in the Illinois Professional Teaching Standards; new focus on literacy and historical thinking (in part due to the adoption of the Common Core); and new emphasis on preparing students for edTPA and for Illinois’s use of the Danielson framework for teacher evaluation.

3. **Justifications for (answer N/A if not applicable)**
   - Similarity to other courses: N/A
   - Prerequisites: CEPS guidelines indicate that students must take SED 2000 prior to admission to teacher education. SOS 2400 is also the introductory course for SOS 3400, and EDP 2330 provides the foundational knowledge of educational psychology they will need for SOS 3400.
   - Co-requisites: N/A
   - Enrollment restrictions: Students should take this course late in the program, since it directly prepares them for student teaching. Their content knowledge as well as pedagogical knowledge needs to be well developed for them to flourish in this course, and that typically would place them in the course as seniors or, at earliest, second semester junior year.
   - Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**
   - General education component: N/A
   - Curriculum: N/A
   - Instruction: N/A
   - Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
   - Online or hybrid delivery justification: N/A
   - Instruction: N/A
   - Integrity: N/A
   - Interaction: N/A
Model Syllabus (Part II)

1. **COURSE NUMBER AND TITLE**

   SOS 3400: Social Studies Teaching Methods

2. **CATALOG DESCRIPTION**

   (3-1-3) Preparation to teach array of social studies classes in secondary schools: U.S. history, world history, civics, and social studies electives. Theoretical and methodological consideration as well as emphasis on practical application, historical thinking, social studies literacy, strategy-based instruction, and reflective teaching. Fifteen hours in clinical experiences are required. This course is designed to meet the needs of students who will receive Social Science Teaching Licensure.

3. **LEARNING GOALS**

   Students will
   1. expand their knowledge of social studies content, disciplinary perspectives, historical thinking, and social studies literacy (CT-3, WCR-6)
   2. utilize a variety of methods and strategies to teach both content and skills to diverse students and successfully implemented them in classroom teaching (SL-2,4-7)
   3. analyze and conceptualize high school courses and units and incorporate the “big questions” and disciplinary ways of thinking into their course design (CT-1)
   4. find classroom materials; incorporate technological tools that enhance social studies learning; and prepare lessons and assessments in accordance with the Illinois Learning Standards, Common Core ELA/History Strands, NCSS’s pedagogical and thematic standards the C3 framework, and edTPA (CT-4; WRC-7)
   5. read and analyze scholarly literature about teaching history and social studies and connect their own lesson planning to pertinent literature and become reflective practitioners as they teach and prepare lessons (CT-4; WRC-7)
   6. further develop their teaching dispositions and to begin the transition to a professional identity (RC-4)

4. **COURSE READINGS**

   All readings should be completed by the day on which they are listed on the syllabus It is the students’ responsibility to print or download readings well ahead in case of computer issues.

   The following books are assigned as text rentals for this course:
   - Chauncey Monte-Sano et al., *Reading, Thinking, and Writing about History: Teaching Argumentative Writing to Diverse Learners in the Common Core Classroom, Grades 6-12* (Teachers College, 2014)
   - Pérsida Himmele et al., *Total Literacy Techniques: Tools to Help Students Analyze Literature and Informational Texts* (ASC D, 2014)

   The Ballenger Teacher Center has many additional resources. In addition, a variety of curriculum materials and readings are posted on Desire2Learn (D2L) or available online.
## Weekly Outline of Content

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Plan for Class</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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| M | Course Introduction  
Good Social Studies, Bad Social Studies  
Lesson Plan Template | “Students Remember What They Think About,” handout |
| W | What am I expected to teach and do in Illinois schools?  
Internship/Clinical Experience Information | **LP 1 due at beginning of class** (government/civics; original lesson; follow template and bring in all materials). Align your lesson with NCSS 10 Themes, Common Core standards, and C3 framework. Bring course binder to class. |
| **Week 2** | | |
| M | Social Studies and the Common Core State Standards | English Language Arts Standards,  
| W | Social Studies Literacy: Common Core Strategies | Frey, “Points of Entry,” *EL* (Nov. 2013), D2L  
Goodwin, “The Reading Skills Digital Brains Need,” *EL* (Nov. 2013), D2L  
Tovani, “The Power of Purposeful Reading,” *EL* (Oct. 2005), D2L |
| **Week 3** | | |
| M | Labor Day: Class does not meet | |
| W | Social Studies Literacy Workshop  
– Meet in Ballenger Teacher Center | **LP 2 due** (literacy-based lesson in any SS topic; original lesson; align with C3 & all else) |
| **Week 4** | | |
| M | Social Studies Literacy Teaching Demonstrations | Submit your handout and resources via D2L dropbox prior to class. |
| W | How does edTPA fit into my teaching? What do I need to know to perform well? | Read the edTPA handbook & the *Making Good Choices* and rubric progression handbooks. Bring course binder to class. |
| **Week 5** | | |
| M | Teaching Demonstrations (video’d) | **LP 3 due** (any SS topic of your choice-30 minute lesson that you will teach in class) |
| W | Workshop: Reflective Practice | Pace, “Decoding the Reading of History,” in *Decoding the Disciplines* (2004), D2L |
| **Week 6** | | |
| M | Disciplinary Thinking and the Common Core (class does not meet – read C3 framework and complete GEG module on D2L) | *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, binder |
| W | Historical Thinking: What is it, and how do I teach it? | Mandell, *Thinking Like a Historian*, chapter 2 (2007), D2L  
Lesh, “Reinventing My Classroom: Making Historical Thinking Reality,” *Teaching Historical Thinking in Grades 7-12*, D2L |
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<td><strong>Week 7</strong></td>
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<tr>
<td>M</td>
<td>Using Inquiry in the Classroom</td>
<td>Monte-Sano, <em>Reading, Writing, and Thinking about History</em></td>
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<tr>
<td>W</td>
<td>Learning Segment 1: Workshop Day</td>
<td>Review edTPA handbook for instructions as well as the edTPA cheat sheet. Bring ideas and materials for LS 1 to class.</td>
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<td><strong>Week 8</strong></td>
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“Bridge Between Today and Tomorrow’s Lessons,” *EL* (March 2014), D2L |
| W | Lecture Demonstrations – Each student will give a 30 minute lecture (including anticipatory set and transition into activity) on a topic from their learning segment. PPT and lecture notes are due via D2L prior to class. | |
| **Week 9** | | |
| M | Engaging Students in Social Studies Learning, Part 2 | “4 Secret Keys to Student Engagement,” *EL* (Sept. 2014), D2L  
“How to Drive Motivation,” *EL* (Sept. 2014), D2L  
Larmer, “Seven Proposals for Project-Based Learning,” *EL* (Sept. 2010), D2L  
Marzano, “A Moving Proposal,” *EL* (April 2012), D2L  
“Revamping the Classroom Research Project,” *EL* (April 2014), D2L  
Coiro, “Using Websites Wisely,” *EL* (Feb. 2011), D2L  
Abilock, “True or Not?,” *EL* (March 2012), D2L |
| W | Micro-Teaching | |
| **Week 10** | | |
| M | Micro-Teaching | |
| W | Micro-Teaching | **Learning Segment 1 due via D2L by Friday—video and Learning Segment Materials** |
| W | CDP Workday | Wiggins, “Seven Keys to Effective Feedback,” *EL* (2012), D2L |
| F | History and Social Science Teachers Conference: Mandatory Attendance, 8am-2pm |

| Week 12 | M | CDP Interviews (8:10, 8:35, 9am) | CDP due |
| W | Using Current Events Learning Segment 2 Workshop | 25 Great Ideas for Teaching Current Events, D2L Bring LS 2 materials & ideas for using current events in this learning segment. |

| Week 13 | M | Micro-Teaching |
| W | Micro-Teaching |

| Week 14 | M | Micro-Teaching |
| W | Cover Letters, Resumes, Danielson, and Interviewing | Bring a job ad and copies of a cover letter and a resume to class. Review Mattoon Superintendent, Danielson, and Screener Questions in binder. |

6. ASSIGNMENTS AND EVALUATION, INCLUDING WEIGHTS FOR FINAL COURSE GRADE.

**Course Assignments**

**Lesson Plans** [15 pts each; 15% course grade]
Students are required to submit three lesson plans for this course, as indicated on the syllabus. Much more information (including a template and other specifications) will be discussed at length in class.

**Curriculum Design Project** [30 pts; 10% course grade]
New teachers face three common problems: judging the time you will have to cover each topic/unit, helping students see the “big picture” in addition to factual content, and aligning your curriculum standards. To address all three issues, students create and present a curriculum plan for teaching a one-semester course in their area of concentration: U.S. History; World History; American Government or Civics; Geography; Economics; Psychology; or Sociology. Much more information will be provided and discussed at length in class.

**Learning Segments 1 and 2** [60 pts each; 40% course grade total]
Students will create two learning segments in your field of concentration of 5 class days that includes an accompanying assessment and is based upon edTPA stipulations provided in class. **NOTE: In order to pass SOS 3400 and be cleared for student teaching, students must submit Learning Segment 2 and its accompanying video via LiveText.**

**Micro-Teaching** [20 pts and 25 pts each; 15% course grade]
In conjunction with each learning segment, each student will teach a 45-50 minute videotaped social studies lesson, and it will be followed by a class critique and discussion.

**Clinical Observations/Internship** [30 pts; 10% course grade]
Students in SOS 3400 are required to complete 15 clinical experience hours. Students are placed with an experienced social studies teacher. A completed clinical experience log is due on the last day of class. **NOTE: Students must complete the clinical experience in order to receive credit for SOS 3400.**

**In-Class Work, Short Teaching Demos, & Participation** [30 pts; 10% course grade]
This course is a group effort; a successful class relies on participation by each student. Participation is defined as active engagement with the course material. This is demonstrated by regularly attending class prepared, thoughtfully considering the material at hand, asking pertinent questions, participating enthusiastically in group activities, actively listening to others, avoiding distractions, and/or contributing to class discussion.

**Professional Development** [required]
As part of this class, students work on a resume and cover letter that is submitted with the DAP. Students are required by CEPS to join at least one professional organization in order to be approved for student teaching. Both the Illinois Council for the Social Studies and the National Council for the Social Studies are strongly recommended; a one-year student membership in
each can be had for $39.00. Finally, all SOS 3400 students are required to attend the History and Social Science Teachers conference that will be held on campus this fall.

7. **Grading Scale**
   This course has a total of 300 points, and at the end of the semester, grades will be calculated as follows: 300-270/A; 269-240/B; 239-210/C; 209-180/D; and below 180/F. **Students must earn a grade of C or higher to be cleared for student teaching.**

8. **Correlation of Learning Objectives to Assignments and Evaluation.**

   **Correlation Chart: Learning Goals & Course Assignments**

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<th>Lesson Plans (15%)</th>
<th>Learning Segments (40%)</th>
<th>Curriculum Design Project (10%)</th>
<th>Micro Teach (15%)</th>
<th>Clinical Hrs &amp; Journal (10%)</th>
<th>Participation (10%)</th>
<th>Prof Deve (NG)</th>
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