THE WILLIAM PATERSON UNIVERSITY OF NEW JERSEY  
COLLEGE OF EDUCATION  
DEPARTMENT OF SECONDARY/MIDDLE SCHOOL EDUCATION  
Preparing Inquiring Educators for Diverse Settings: Knowledge, Dispositions, Application  

Course of Study

1. **Course Title and Credits:** CISE 411 Methods of Teaching Secondary Social Studies. Three (3) undergraduate credits.

2. **Course Description:**  
   This course examines methods and materials of teaching middle school and high school social studies. Social studies is defined as an interdisciplinary field which includes history, geography, sociology, psychology, anthropology, political science and economics, and which examines social problems over time and in different times and places. Social studies is presented as a means of understanding the unity and diversity of peoples and societies worldwide. The course examines the history of social studies, various orientations to the goals and methods of social studies, and various approaches to planning and teaching lessons.

3. **Prerequisites:** CIED 203, CIRL 335, CISE/PSY 295  
   Co-requisite: CISE 325, CISE 335, CISE 352.

4. **Course Objectives:**  
   Students in this course will engage in the following activities:  
   1. Students will read articles reflecting rationales, approaches, and purposes for the social studies  
   2. Students will engage in class activities reflecting the different approaches to the social studies  
   3. Students will make a brief concept-based presentation based on an assigned history content reading  
   4. Students will apply what they have learned in the articles by writing rationales for social studies lessons from the different orientations  
   5. Students will synthesize their lesson rationales into a coherent rationale for a social studies unit  
   6. Students will construct a coherent social studies unit outline in accordance with one of the social studies approaches  
   7. Students will write a lesson plan based on a historical film in accordance with one of the social studies orientations

5. **Student Learning Outcomes:**  
   1. Students will express in writing how the content of the social studies is related to the preparation of democratic citizens through a rationale paper.  
   2. Students will demonstrate comprehension of the assigned readings through seminars led by the teacher or by other students.
3. Students will demonstrate understanding of the National Council for the Social Studies (NCSS) thematic stands (culture, time-continuity-&-change, people-places-environments, individual-groups-&-institutions, power-authority-&-governance, production-distribution-&-consumption, science-technology-&-society, global connections-&-interdependence, and civic-ideas-&-practice) and the 5 Cs of history education (causation, context, complexity, contingency, and change over time) by focusing one of each in a presentation of an assigned history content chapter.

4. Students will demonstrate the major arguments of the assigned readings, how the readings relate to the social studies approaches, and how the readings relate to their lesson plans through written lesson-plan rationales.

5. Students will demonstrate their understanding of the different social studies orientations by writing and submitting three lesson plans.*

6. Students will demonstrate their understanding of one the different orientations to the social studies with which they most align by writing and submitting a unit outline.*

*NCATE Critical Assessment. See attached rubrics.

### Correlation of Student Learning Outcomes with National and State Standards

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>NJ Professional Standards for Teachers</th>
<th>WPUNJ Competencies</th>
<th>NCSS-Program Standards- Course on Teaching Social Studies</th>
<th>NJCCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will express in writing how the content of the social studies is related to the preparation of democratic citizens through a rationale paper.</td>
<td>1, 3, 8, 11</td>
<td>8, 10</td>
<td>2.1, 2.4</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate comprehension of the assigned readings through seminars led by the teacher or by other students.</td>
<td>1, 8</td>
<td>12</td>
<td>2.1, 2.4</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate understanding of the NCSS thematic stands and the 5 Cs of history education by focusing one of each in a presentation of an assigned chapter.</td>
<td>1, 4, 8, 11</td>
<td>2, 4, 12, 16, 17, 20</td>
<td>2.1, 2.2, 2.3</td>
<td>6.1.8, 6.1.12,</td>
</tr>
<tr>
<td>Students will demonstrate the major arguments of the assigned readings, how the readings relate to the social studies orientation (traditional, disciplinary, progressive), and how the readings relate to their lesson plans through written lesson-plan rationales.</td>
<td>1, 4, 8</td>
<td>9, 10</td>
<td>2.1, 2.2, 2.3</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate their understanding of the three social studies</td>
<td>1, 4, 5, 7</td>
<td>3, 4, 5, 6</td>
<td>2.1, 2.2, 2.3</td>
<td>6.1.8, 6.1.12, 6.2.8,</td>
</tr>
</tbody>
</table>
orientations by writing and submitting four lesson plans

| Students will demonstrate their understanding of which of the three orientations to the social studies they most align by writing and submitting a unit outline and film-based lesson plan. | 1, 4, 5, 7 | 3, 4, 5, 6 | 2.1, 2.2, 2.3 | 6.1.8, 6.1.12, 6.2.8, 6.2.12, 6.3.8, 6.3.12 |


6. Course Content: The following are examples of topics that the course will address:

1. The history of history and the other social sciences.
   Students read influential and classic articles in the field of the social studies such as Shirley Engle’s “Decision –Making: The Heart of the Social Studies,” E.D. Hirsch’s “Cultural Literacy,” and Samuel Wineburg’s “Reading Historical Texts.” The significance and impact of these rationales are discussed and how they marked intellectual re-alignments of the field and its relationship to the academic disciplines.

2. The history and foundations of social studies education.
   Students will be introduced to the three major strands of the social studies: the traditional, disciplinary, and progressive. The traditional strand centers on the transmission of cultural knowledge in the form of specific information. The objectives of this strand are to provide students with background knowledge, or “cultural literacy,” to inculcate the diverse student population with a collective memory, and to provide them inspirational examples of individual achievement. The disciplinary strand centers on developing the skills, understandings, and processes of disciplinary experts. The focus is not so much on the transmission of information as on the development of cognitive skills. Finally, the progressive strand centers on interdisciplinary explorations of themes and issues related directly to citizenship.

3. Methods of social studies education.
   Throughout the semester the instructor models specific methods related to the three strands. These include traditional methods such a direct instruction focused to the 5 Cs of history (causation, context, complexity, contingency, and change over time) and the NCSS thematic strands (culture, time-continuity-&-change, people-places-environments, individual-groups-&-institutions, power-authority-&-governance, production-distribution-&-consumption, science-technology-&-society, global connections-&-interdependence, and civic-ideals-&-practice), visual discovery based on applying questions at all levels of Bloom’s Taxonomy towards rich images of social history, and extracting themes and concepts from historical books such a Joseph Ellis’s *Founding Brothers*; disciplinary methods such as inquiry-based primary source synthesis of visual documents from the Boston Massacre, written sources about the Hamilton-Burr Duel, written sources about the Battle of Lexington and Concord, written sources about
interaction about Lewis and Clark and Native Americans, written sources about the Hamilton-Burr duel, conflicting secondary accounts about reenlistment during the Civil War, and visual representations of interaction between Jamestown settlers and native Americans; and progressive methods such as town hall meeting to discuss the education of the children of undocumented workers, experiential activity about the Holocaust, and a class debate about whether or not the U.S. should have intervened in the Holocaust.

4. Organizing a social studies classroom.
The instructor leads discussion about social studies instruction in the practicum placement. Issues such a behavior management, adherence to the NJCCS, and textbooks are discussed.

5. Developing and selecting social studies materials.
The instructor discusses locating, selecting, and scaffolding online materials such as primary sources from digital resource centers, political cartoons, and online images.

6. Integrating technology (i.e. digital resource centers, PowerPoint) into a social studies curriculum. Students explore digital resource centers to find primary sources for use with high school and middle school students, and google image search to find images of rich social history to use in their visual discovery.

7. Relating current social problems to the social studies curriculum.
In discussion of the progressive approach to the social studies, the instructor discusses how to relate current events and enduring public issues to the content of the disciplines. Students read Diana Hess’s *Controversy in the classroom: The democratic power of discussion*, in which the author argues on behalf of the significance of teaching intelligent public talk about controversial public issues. The instructor models how to approach current social problems through a town hall discussion.

8. Multiculturalism and the social studies.
Students read and discuss James Bank’s *Introduction to Multicultural Education*, especially Chapter 6, “Teaching with Powerful Ideas.” The instructor models a multicultural lesson plan that has students write narrative accounts about the first years of the Jamestown colony from different perspectives including Jamestown men, Jamestown women, Native Americans, and King James.

Students discuss how to apply the UDB (Understanding By Design) instructional approach as well as authentic instruction to their unit outline and lesson plans. The UBD design serves as the basis for the submitted lesson plans in order to prepare the students for the Teacher Work Sample the following semester, which is based on the UBD design.

7. Teaching/Learning Methods: The following are examples of activities and assignments for the course:

1. Concept development, concept attainment model. The instructor introduces the concept of the social studies and its purpose by developing a definition and revising it in light of examples and non-examples.

2. In-class guided Practice. The instructor models how to locate and scaffold a primary source for high school and middle school students. Students locate and scaffold a document in class under the guidance of the instructor.
3. Seminar. The class engages in discussion of the assigned readings led by the instructor or other students. The readings will be related to the previous readings, the current activities modeled in class, and the social studies orientation.
4. Primary source based open-ended inquiry. The instructor models primary-source based inquiries into who started the Boston Massacre, who fired first at the Battle of Lexington and Concord, and what happened during the Hamilton-Burr Duel.
5. Secondary source based open-ended inquiry. The instructor models a secondary-source-based inquiry (historiographical debate) about why soldiers reenlisted for the Civil War based on two conflicting secondary accounts by historians (McPherson & Linderman)
6. Visual discovery. The students construct a visual discovery/narrative of images in PowerPoint based on a NCSS thematic strand and an assigned chapter in Ellis’s *Founding Brothers*.
7. Interactive lecture. Based on an assigned chapter in Ellis’s *Founding Brothers*, students teach the class by having them engage in an interactive reenactment that aligns with their visual discovery presentation.
8. Debate on controversial historical issue. The class engages in a debate about whether or not the U.S. should have done more to intervene in the Holocaust based on assigned readings by Novick (1999) and Wyman (1984) arguing on behalf of each side.
9. Decision-making based instruction. The class engages in the Gestapo Holocaust simulation game discusses its appropriateness for middle and high school age students
12. Deliberation/Discussion on Contemporary Public Issue. Students engage in an open-ended discussion of a controversial issue such as whether or not to educate the children of documented workers
13. Multicultural teaching (approaching content through different cultural perspectives). The instructor models a multicultural lesson plan that has students write narrative accounts about the first years of the Jamestown colony from different perspectives including Jamestown men, Jamestown women, Native Americans, and King James.
14. Scoring rubric design. After grading a high school student’s essay, the class works in cooperative learning groups to construct a scoring rubric for the student essay.

**8. Evaluation Methods:**
1. Self-evaluation of student attendance and participation
2. Concept-based visual discovery PowerPoint presentation
3. Submitted and resubmitted lesson plans assessed with scoring rubric*
5. Submitted and resubmitted rationales assessed with scoring rubric
5. Submitted, discussed, and revised final rationale
6. Final unit outline*

*NCATE Critical Assessment. See attached rubrics.

**9. Recommended Texts/Readings:** The following are examples of readings that might be used in the course:

10. **Preparer’s Name and Date:** Patricia Malone (Fall, 1995).

11. **Department Approval Date:** Fall 2005

12. **Reviser’s Name and Date:** Thomas Fallace (Spring, 2011)

13. **Department Revision Approval Date:** Spring 2011

14. **Bibliography:**


Websites

www.socialstudies.org
http://www.democraticmedia.org/about/history
http://avalon.law.yale.edu/default.asp
http://dohistory.org/
http://history.hanover.edu/project.html
http://www.hpol.org/
http://www.hyperhistory.com/online_n2/History_n2/a.html
http://www.archives.gov/index.html
http://www.history.com/
http://www.historyplace.com/
http://memory.loc.gov/ammem/index.html
http://www.congress.org/
http://new.civiced.org/
## CISE 411: Methods of Teaching Secondary Social Studies: Unit Outline Rubric

<table>
<thead>
<tr>
<th>Scoring</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>Assignment handed in late; 10 or more careless spelling/grammar; disregard for spacing, paragraphs, or spacing</td>
<td>Assignment handed in at beginning of class, 5 or more careless spelling/grammar mistakes; awkward spacing or paragraphs; incorrect margins, length, or spacing</td>
<td>Assignment handed in at beginning of class; has been proofread for careless spelling and grammar; spacing and paragraphs logical, neat and readable; 12 point font, 1-1.25 margins. Proper length (5-6 pages) and spacing (double or 1.5). RUBRIC ATTACHED.</td>
<td>/20</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>Objectives show little thought or effort, or are missing. They simply repeat what appears in the SOLs</td>
<td>Objectives are too vague, unclear, incomplete, narrow, or redundant. They go beyond and below what the activities accomplish.</td>
<td>Objectives are specific enough to be measurable, and meaningful, but not so specific as to prevent differentiation. Objectives are thorough and complete. They include, but are not directed by the NJ standards</td>
<td>/20</td>
</tr>
<tr>
<td><strong>Daily Activities</strong></td>
<td>Activities not described in detail. Activities contradict one another, the assessment and/or the rationale</td>
<td>Activities are good, but are somehow inconsistent with the rationale statement. Activities</td>
<td>Activities are explained in enough detail that the reader has a clear idea about what is being done and how. Activities are varied, engaging, and plausible. They derive from the objectives and align with the assessment and rationale.</td>
<td>/30</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment doesn’t test for achieving objectives. Assessment is inconsistent with activities and/or rationale</td>
<td>Assessment is somehow inconsistent with the objectives. It is too difficult, time consuming, or does not provide enough directions. The assessment does not test for understanding in EACH student.</td>
<td>The assessment is clearly designed and written and accords directly with the objectives and allows students to synthesize information. Scoring criteria is clear (include rubric if appropriate). If using a performance assessment, its clearly thought out and explained (include necessary handouts). Tests for understanding in EACH student.</td>
<td>/30</td>
</tr>
</tbody>
</table>

**Comments:**
<table>
<thead>
<tr>
<th></th>
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<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>Missing several components, displays little effort or proofreading</td>
<td>Materials and components unorganized or missing; has more than five misspellings/grammar mistakes</td>
<td>RUBRIC ATTACHED Materials have been well-organized, researched and presented. All the requisite components are present—including worksheets. Lesson has been proofread.</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>Superficial and/or inconsistent rationale. Missing quotations. Demonstrates major misunderstanding of concept</td>
<td>Reading explained vaguely, selected quotations shows slight misunderstanding of argument. Links to lesson unclear, vague, or off target</td>
<td>Explains major argument of appropriate readings and links it to design of lesson. Quotations are apt, well chosen, introduced, edited; and fully explained. Addresses Oliver and Shaver, Engle, and Hess</td>
</tr>
<tr>
<td><strong>Topic, Essential Question, &amp; Objectives</strong></td>
<td>Major misunderstanding of essential question, it is not clearly identified. Objectives are in incorrect format.</td>
<td>Essential question shows slight misunderstanding of progressive strand. Slight confusion with division of objectives demonstrated.</td>
<td>Essential question is a progressive one. Objectives are written in Do (observable behaviors), Know (facts and concepts), Understand (long-term takeaway) format and are correctly divided and defined as such.</td>
</tr>
<tr>
<td><strong>Teacher Actions</strong></td>
<td>Missing major components, and/or unorganized, confused, or incomplete presentation of teacher actions.</td>
<td>Hook is unimaginative or unrelated, students are too passive and/or doing too much reading or work without scaffolding. Issue is not really controversial or open-ended.</td>
<td>Includes a hook, transmits relevant and necessary information in a conceptual manner, has student apply or process the information in some manner. Has students take a position on an open-ended question. Teacher actions described in full detail.</td>
</tr>
<tr>
<td><strong>Trans-Disciplinary Connections</strong></td>
<td>Progressive concept misunderstood.</td>
<td>Content is covered, but not connected and linked to cultural universal, problem, or overall idea. Ideas too abstract and irrelevant.</td>
<td>Content is centered on a historical and/or controversial issue. History, geography, economics (and civics) are explicitly connected. Students are actively engaged in some activity.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Component missing. Instructor does not assess.</td>
<td>Instructor gains general knowledge of students’ understanding through group work. Assessment materials missing.</td>
<td>Instructor gains specific knowledge of how EACH student understands and synthesizes the material. Assessment is created and attached.</td>
</tr>
</tbody>
</table>

**Comments:**
<table>
<thead>
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<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>Missing several components, displays little effort or proofreading</td>
<td>Materials and components unorganized or missing; has more than five misspellings/grammar mistakes</td>
<td>Materials have been well-organized, researched and presented. All the requisite components are present, including worksheets. Lesson has been proofread.</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>Superficial and/or inconsistent rationale. Missing quotations. Demonstrates major misunderstanding of concept</td>
<td>Reading explained vaguely, selected quotations shows slight misunderstanding of argument. Links to lesson unclear, vague, or off target</td>
<td>Explains major argument of appropriate readings and links it to design of lesson. Quotations are apt, well chosen, introduced, edited; and fully explained. Addresses VanSledright, B-M &amp; Gardner, and Wineburg</td>
</tr>
<tr>
<td><strong>Topic, Essential Question, &amp; Objectives</strong></td>
<td>Missing major components, and/or unorganized, confused, or incomplete presentation of teacher actions</td>
<td>Essential question shows slight misunderstanding of disciplinary strand. Slight confusion with division of objectives demonstrated.</td>
<td>Essential question is a disciplinary one. Objectives are written in Do (observable behaviors), Know (facts and concepts), Understand (long-term takeaway) format and are correctly divided and defined as such.</td>
</tr>
<tr>
<td><strong>Teacher Actions</strong></td>
<td>Missing major components, and/or unorganized, confused, or incomplete presentation of teacher actions</td>
<td>Hook is unimaginative or unrelated, students are too passive and/or doing too much reading or work without scaffolding. Issue is not really controversial or open-ended.</td>
<td>Includes a hook, transmits relevant and necessary information in a conceptual manner, has student apply or process the information in some manner. Has students take a position on an open-ended question. Teacher actions described in full detail.</td>
</tr>
<tr>
<td><strong>Primary Source Selection and Preparation</strong></td>
<td>Artifacts are not primary sources.</td>
<td>Sources are too difficult, boring or do not adequately inspire historical thinking. They have not been edited.</td>
<td>Sources are developmentally appropriate. If not they have been edited. They are readable and interesting. They inspire “historical thinking” and (if appropriate) offer different contemporary perspectives on an event</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Instructor does not formally assess.</td>
<td>Instructor gains general knowledge of students’ understanding through discussion. Question/answer.</td>
<td>Instructor gains specific knowledge of how EACH student understands the material. All the info is synthesized or applied.</td>
</tr>
</tbody>
</table>

Comments:
## CISE411: Methods of Teaching Secondary Social Studies: Traditional Lesson Rubric

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>Missing several components, displays little effort or proofreading</td>
<td>Materials and components unorganized or missing; has more than five misspellings/grammar mistakes, Missing materials</td>
<td>RUBRIC ATTACHED Materials have been well-organized, researched and presented. All the requisite components and materials (i.e. worksheets) are present. Lesson has been proofread.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>Superficial and/or inconsistent rationale. Missing quotations. Demonstrates major misunderstanding of concept</td>
<td>Reading explained vaguely, selected quotations shows slight misunderstanding of argument. Links to lesson unclear, vague, or off target</td>
<td>Explains major argument of appropriate readings and links it to design of lesson. Quotations are apt, well chosen, introduced, edited; and fully explained. Addresses Ravitch/Hirsch.</td>
<td>25</td>
</tr>
<tr>
<td><strong>Topic, Essential Question, &amp; Objectives</strong></td>
<td>Missing major components, and/or unorganized, confused, or incomplete presentation of teacher actions</td>
<td>Essential question shows slight misunderstanding of progressive strand. Slight confusion with division of objectives demonstrated.</td>
<td>Essential question is a traditional one. Objectives are written in Do (observable behaviors), Know (facts and concepts), Understand (long-term takeaway) format and are correctly divided and defined as such.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Teacher Actions</strong></td>
<td>Missing major components, and/or unorganized, confused, or incomplete presentation of teacher actions.</td>
<td>Hook is unimaginative or unrelated, students are too passive and/or doing too much reading or work without scaffolding. Issue is not really controversial or open-ended.</td>
<td>Includes a hook, transmits relevant and necessary information in a conceptual manner, has student apply or process the information in some manner. Has students take a position on an open-ended question. Teacher actions described in full detail.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Conceptual Links</strong></td>
<td>No attempt to organize data conceptually or to help students comprehend it.</td>
<td>Attempt is made to link info to concepts, but the idea of concept is misunderstood or not fully addressed.</td>
<td>Concepts (5 Cs and NCSS standards) are introduced and explained at the beginning and end of lesson. Links to concept are made throughout lesson.</td>
<td>10</td>
</tr>
<tr>
<td><strong>PowerPoint Use</strong></td>
<td>PP just presented text, text is excessive.</td>
<td>PP uses few images; Images not central to content. Text used appropriately, not excessively</td>
<td>Abundance of visual images; Images central to content and discussed. Text is minimal, questions asked about images.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Instructor does not assess.</td>
<td>Instructor gains general knowledge of students’ understanding through discussion. Question/answer.</td>
<td>Instructor gains specific knowledge of how EACH student understands the material. All the material from the lesson is synthesized or applied.</td>
<td>15</td>
</tr>
</tbody>
</table>

**Comments:**