

Teaching Social Studies

EDUC 348: Secondary Social Studies Methods

Winter Term 2013



Instructor:

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Course Theme

The operating theme for EDUC 348 is: “...developing reflective practice in multicultural contexts...”

By *reflective practice* I mean that process by which you view your teaching, your school and your interactions with the people in it (students and colleagues alike) from a critical perspective. Reflective teachers constantly seek to maximize the learning of each student, to develop the whole child, to represent their profession through participation in professional organizations and continuing education. In short, they seek to perfect their interpersonal and professional skills to the fullest extent possible. Reflective teachers have the insight to see themselves as part of the problem as well as part the solution.

By *multicultural contexts* I mean first to recognize our immediate geographical setting, surrounded by a rich and diverse cultural amalgam. We need to have a working awareness of the various cultures represented in schools, their power relationships, and the possibility that the dominant culture in a school will impose expectations and values on students (and teachers, too) that may be in conflict with their own. What is the proper role of the social studies teacher in explaining these relationships to students? How can our courses be structured to both highlight cultural differences and yet unite the class in celebration of that rich diversity? How can we as teachers, regardless of where we teach, act as a bridge for our students to the wider world of diverse ways of being? How can we open to them that exciting and challenging world of ideas and opportunities?

Conceptual Framework

Educational Studies is committed to developing teacher-leaders who promote equity in schools and society, build communities of teachers and learners, practice thoughtful inquiry and reflection, and help students construct knowledge.

Educational Studies is committed to developing teacher-leaders who:

Promote Equity in Schools and Society

- Understand the role education has played and plays in shaping society
- Value all children and youth regardless of race, class, gender, exceptionality, home language, sexual orientation, or other social, physical, or cultural characteristics
- Utilize social and cultural backgrounds and the variety of ways individuals learn to enhance teaching and learning
- Act as agents of change for the common good both in and out of school

Build Communities of Teachers and Learners

- Construct supportive communities with learners and colleagues
- Recognize that teaching and learning are social and cultural processes
- Create physically and psychologically welcoming environments that first foster student success, followed by student self-worth

Construct Knowledge

- Understand that bodies of knowledge are constructed and interpreted
- Intentionally transfer theoretical, foundational and pedagogical knowledge to practice to help students understand the relevancy of learning
- Use best practices, including technology, in the construction of knowledge

Practice Thoughtful Inquiry and Reflection

- Reflect on practice to improve teaching and learning
- Research issues related to educational practice and theory
- Use practice as a basis for more in-depth study

Dr. J's two cents:

Reflective practitioners know that it all begins and ends with relationships. Get to know your students as individuals, helping them see that you care and are there to help them learn. You have to care enough to be willing to sacrifice "friendship" for "leadership." At first you will be resisted because you won't be trusted. But keep your expectations high: for hard work, for perseverance, for learning and achievement, for right behavior and good citizenship. All the rest will follow. Good social studies teachers down through the ages have always done this, and they are the ones who have succeeded best in helping their students learn. After all, that's what it's all about.

Academic Honor Code

Statement of Purpose: Every member of the Carleton community – students, faculty, administrators and staff – is responsible for upholding the highest standards of academic integrity at all times. The assumption that academic work is an honest reflection of one's knowledge and skills is fundamental to the integrity of the Educational Studies Department and to the value of a Carleton diploma. If students at an institution of higher education develop a reputation for receiving grades based on honest work, GPA's and academic degrees held by all students from that institution are valued more highly. Faculty subscribe to standards of academic honesty in their research and teaching. Every person in the University is responsible for adhering to the principles of the Academic Honor Code. Examples of unacceptable practice, especially as future teachers, include: cheating; plagiarizing; submitting, without permission, a paper or assignment completed for one class to fulfill a requirement for another class; fabricating materials; using materials in an unauthorized manner; misrepresenting academic records; and/or facilitating the academic dishonesty of others. As future teachers you need to model this ethical behavior for your students.

Professional Dispositions Code and Code of Professional Ethics

It is expected that you think of yourself as a professional and a collaborative member of this learning community. Self-responsibility, a positive attitude, and dispositions that demonstrate respect for self, your peers, other learners, parents, and professors with whom you interact during this course are expected and highly valued. The dispositions that you self-assess during this program are that of an emerging professional who demonstrates the following traits:

intellectual curiosity; caring and empathy for students as unique individuals; intrinsic motivation; risk-taking, confidence and an adventuresome spirit; tolerance for ambiguity and paradox (complexity); intellectual integrity and care; perseverance and patience; truth and honesty; optimism, hope and humor; high expectations for learning in classrooms that function as collaborative learning communities.

Students with Special Needs

Students seeking accommodations should contact the Coordinator of Disability Services, Andy Christensen, at 222-4464 or anchrist@carleton.edu, to begin the process. Within the first week of class, students with special needs are encouraged to provide me with written documentation that outlines their specific, individual needs. Following receipt of this documentation, I will meet with you to discuss appropriate accommodations.

Attendance and Participation

Do your best to arrived promptly and prepared for discussion. I will do my best to reciprocate. Notice of expected absences is always appreciated (e-mail preferred).

Required Texts:

1. Adler, S., et al. (2011). *National curriculum standards for social studies: A framework for teaching, learning and assessment* (Revised ed.). Washington, D.C.: National Council for the Social Studies (Bulletin).
2. Larson, B.E. & Keiper, T.A. (2013). *Instructional strategies for middle and high school* (2nd ed.). New York: Routledge.
3. Ravitch, D. & Viteritti, J.P. (2001). *Making good citizens: Education and civil society*. New Haven: Yale University Press.

Recommended Texts (the bookstore will have a few of these available):

4. Burz, H. & Marshall, K. (1998). *Performance-based curriculum for social studies*. New York: Corwin Press.
5. Obenchain, K.M. & Morris, R.V. (2011). *50 social studies strategies for K-8 classrooms* (3rd ed.). Boston: Allyn & Bacon.

Other resources for your professional library:

1. Burz, H. and Marshall, K. (1998). *Performance-based curriculum for social studies*. New York: Corwin Press.
2. Evans, R. W. (2004) *The social studies wars: What should we teach the children?* New York: Teachers College Press.
3. Glasgow, N.A., McNary, S.J. & Hicks, C. (2006). *What successful teachers do in diverse classrooms: Research-based classroom strategies for new and veteran teachers*. Thousand Oaks, CA: Corwin Press.
4. Irvin, J. L., et al. (1995) *Enhancing social studies through literacy strategies*. *Bulletin No. 91*. Washington, D.C.: National Council for the Social Studies.
5. Menzel, P. & D'Aluisio (2005). *Hungry planet: What the world eats*. Napa, CA: Material World Books.
6. Notable Trade Books for Young People. (2011). Washington, D.C.: National Council for the Social Studies. Go to: <http://www.socialstudies.org/notable>
7. Sundem, G., Keiger, J. & Pikiwicz, K. (2008). *10 languages you'll need most in the classroom: A guide to communicating with English language learners and their families*. Thousand Oaks, CA: Corwin Press.
8. World Bank. (2007). *Collins atlas of global issues: A visual guide to the world's greatest challenges*. Glasgow, Scotland: HarperCollins.

Other readings and sources, as assigned, in areas of curriculum frameworks (see the MnDoE frameworks and new 2012 standards documents), cultural competency, comparative education and global education. Also see attached bibliography.

General Course Components:

- | | |
|----------------------------|---|
| 1. Readings | 4. Individual and Group Activities |
| 2. Lectures/Guest Speakers | 5. School-Based Observation and Instruction |
| 3. Small-Group Discussion | 6. Field Trips |

Assignments and Points:

- | | |
|--------------------------------|-----------|
| 1. Persuasive Essay | 20 points |
| 2. Jigsaw Summaries | 20 |
| 3. WebQuest | 25 |
| 4. 5-12 Global Families Unit | 30 |
| 5. Lessons and Reflections (2) | 30 |

6. 5-Year Lifeline/Timeline	25
7. Speakers, Collaborations	20
8. Quizzes (2)	30

Total Course Points = 200

Evaluation and Grading:

NOTE: Thursday, **March 7** is the final due date for all coursework and outstanding assignments.

A = 190-200 (95%)	B- = 160-167 (80%)
A- = 180-189 (90%)	C+ = 154-159 (77%)
B+ = 174-179 (87%)	C = 148-153 (74%)
B = 168-173 (84%)	C- = 140-147 (70%)

Specific Course-Based Outcomes

Upon completion of this course, you will have:

- 1) *Written* an essay defining and defending inclusion of social studies in the curriculum, including specific ways in which to integrate social studies into other curricular areas;
- 2) *Visited* community resources, as time allows, such as local schools, the Center for Global Environmental Education and/or the Minnesota History Center, among others;
- 3) *Practiced incorporating* national, state and local standards into your curriculum, complete with performance assessment strategies and rubrics for evaluation;
- 4) *Demonstrated* your competence in curriculum development through *successful completion of two integrated lesson plans*, a 5-12 unit, a “lifeline” assignment, and website reviews;
- 5) *Observed* lessons or heard from master teachers in urban schools and had the opportunity to work directly with a group of high school students (depending on scheduling challenges, our fallback position will be one of peer-group teaching);
- 6) *Studied and applied* the key concepts of social studies related to the development of citizenship education in 5-12 classrooms, and...
- 7) *Defined and applied* the major concepts and skills of a global perspective related to the development of a *global civic identity* for all teachers and students.

BOT and SEPBT

Each of the four conceptual framework categories discussed above contains further subdivisions and outcomes statements based on materials generated by the Interstate New Teacher Assessment and Support Consortium (INTASC), known in Minnesota as the Standards for Effective Practice of Beginning Teachers (SEPBT), which have been endorsed and adopted by the Minnesota Board of Teaching (BOT) for all teacher training programs in the State. These INTASC/SEPBT standards provide specific outcomes for new teachers in ten key areas, as listed below:

- | | |
|-----------------------------|---|
| 1. Subject matter | 6. Communication |
| 2. Student learning | 7. Planning instruction |
| 3. Diverse learners | 8. Assessment |
| 4. Instructional strategies | 9. Reflection and professional development |
| 5. Learning environment | 10. Collaboration, ethics and relationships |

These ten categories of standards are further subdivided into more than 100 specific outcomes for new teachers in the areas of **knowledge** (elementary and middle school content, pedagogical content knowledge), **dispositions** (professional habits of heart and mind) and **teacher performances** (demonstrable pedagogical and interpersonal skills).

Hamline's Education Unit has placed and embedded these INTASC/SEPBT standards into the courses required for licensure so that all new teachers leaving Hamline will have a beginning level of expertise and training in each of them.

Course Assignments Alignment with SEPBT Standards

The specific professional education standards used by the School of Education to shape our programs and evaluate their efficacy draw from two primary sources: SEPBT standards (10), as adopted by the Minnesota Board of Teaching, and our own School of Education Frameworks (4). EDUC 348 includes an emphasis on the following SEPBT standards:

#1 Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students (specific outcomes: 1.A, 1.C, 1.F, 1.G, 1.H, 1.I, 1.J)

Assignments addressing this standard:

1. Jigsaw
2. Essay
3. Website and Software Review
4. 5-12 Unit Outline
5. Lesson Plans
6. Five-Year Lifeline

#2 Student Learning: The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development (specific outcome: 2.F)

Assignments addressing this standard:

1. Essay
2. Website and Software Review
3. 5-12 Unit Outline
4. Lesson Plans
5. Five-Year Lifeline

#3 Diverse Learners: The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities (specific outcome: 3.H)

Assignments addressing this standard:

1. Essay
2. 5-12 Unit Outline
3. Five-Year Lifeline

#4 Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills (specific outcomes: 4.A, 4.D, 4.E, 4.G, 4.K).

Assignments addressing this standard:

1. Jigsaw
2. Essay
3. Website and Software Review
4. 5-12 Unit Outline
5. Lesson Plans
6. Five-Year Lifeline

#5 Learning Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (specific outcome: 5.M).

Assignments addressing this standard:

1. Website and Software Review
2. 5-12 Unit Outline
3. Lesson Plans

#6 Communication: The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom (specific outcomes: 6.H, 6.I, 6.J, 6.K)

Assignments and materials addressing this standard:

1. Jigsaw
2. Essay
3. Website and Software Review
4. 5-12 Unit Outline
5. Lesson Plans
6. Five-Year Lifeline

#7 Planning Instruction: The teacher plans and manages instruction based upon knowledge of subject matter, students, the community and curriculum goals (specific outcome: 7.G)

Assignments addressing this standard:

1. Jigsaw
2. Essay
3. Website and Software Review
4. 5-12 Unit Outline
5. Lesson Plans

#8 Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner (specific outcomes: 8.E, 8.G, 8.H)

Assignments addressing this standard:

1. 5-12 Unit Outline
2. Lesson Plans

#9 Reflection and Professional Development: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally (specific outcome: 9.E)

Assignments and materials addressing this standard:

1. Essay
2. 5-12 Unit Outline
3. Lesson Plans
4. Five-Year Lifeline

#10 Collaboration, ethics and relationships: A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being (specific outcome: 10.J)

Assignments and materials addressing this standard:

1. Essay
2. 5-12 Unit Outline
3. Lesson Plans

***Bottom line:** You are expected to be conversant with the specific standards assigned to this course and to recognize assignments and activities that promote your further understanding of those standards. Reflections on your learning about and documentation of these important aspects of your professional development, both in class and in the schools, will become a part of your professional portfolio.*

Assignments and Assessment

1. Readings and Jigsaw Exercise (group collaboration)

You are to form groups and read the assigned chapters from your Ravitch and Viteritti and/or Larson and Keiper texts. Your group is to capture the essential components of each chapter and develop a three to four page summary for the rest of the class. Be sure to include:

- a. A succinct overview (up to 4 typed pages) of the chapter(s), to include the following:
 - b. Key concepts for your particular chapter and social science discipline
 - c. Key questions raised by that chapter and discipline
 - d. An example of this particular discipline being used in your future classroom
 - e. Ideas for integrating this topic with two other areas of your school's curriculum
 - f. Some reference to pertinent research cited

Finally, you will be reorganized into Jigsaw Groups and present your findings to your other classmates. **Your overview will serve as a handout** for each of your classmates. (Jigsaw continued)

Assessment: this assignment is designed to introduce you to each of the established social science disciplines comprising the field of social studies. It is also designed to explore some historical issues in the field. Finally, the assignment will engage you in the process of cooperative group work on two different levels: expert groups and jigsaw groups, as a way of modeling this technique for use in your own future classrooms. (Bloom: knowledge and synthesis; INTASC/SEPBT: 1.A, 1.C, 1.F, 1.H, 4.K, 6.H, 7.G)

2. *Essay (individual learner)*

Imagine yourself as the faculty representative to the school board, designated to make the big pitch for retention of social studies as a central feature of the curriculum. The reality is that the social studies often gets “second billing” when school resources are tight. In order to succeed you need to include the following:

- a. A working definition of social studies education, gleaned in part from your NCSS readings, the Larson and Keiper text, the Minnesota Learner Outcomes document (distributed in class) and our class discussions; you must make explicit references to each of the documents mentioned, plus any others you choose to use;
- b. A discussion of the important role that social studies can play in the life of a student and in the middle school or high school curriculum (NOTE: this is essentially an elaboration of your preceding definition);
- c. Two illustrations of ways in which social studies concepts and content can be integrated into other aspects of the curriculum (e.g. English, math, science, etc.), and two ways the social studies can help students achieve the Minnesota social studies standards (NOTE: integrated curriculum and standards go together); provide brief but specific examples of how you could teach such a lesson

Assessment: this assignment tests your ability to write clearly, persuasively and with evidence to back your position. It also requires you to synthesize materials and come to a personal conclusion about your beliefs regarding social studies education. How will you do as a representative of your field and of your peers? Your colleagues and your students are counting on you. (Bloom: knowledge, comprehension, application, analysis; INTASC/SEPBT: 1.A, 1.C, 1.D, 2.F, 3.H, 3.O, 4.A, 4.E, 4.K, 6.H, 6.I, 7.G, 9.E, 10.J)

3. *WebQuest Activity (group collaboration)*

This assignment will require you to spend time on the computer doing the following:

Visit one of the social studies websites discussed in class and develop a series of at least six (6) connections relating to an area of your teaching interest from that initial website, using the first site as your home base (see WebQuest handout). **One of your sites must be a Minnesota history site.** Make sure you:

- 1) Specify which one of the 10 social studies themes you are following (see Alder text or NCSS website www.socialstudies.org)
- 2) Select an appropriate Minnesota social studies standard to be addressed with this exercise. Go to: <http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm>

WebQuest (continued)

- 3) Type up an accompanying report 2-3 pages in length describing the WebQuest you are designing, each of the site connections, and specifying for each how your future students could use each of the connections in the social studies project you've designed;
- 4) Be sure to include exact website addresses;
- 5) Also be sure to **download and print a representative page** from each site for inclusion with your report;
- 6) **IMPORTANT:** remember to attach the completed site evaluation forms.

Assessment: this assignment will demonstrate your ability to access, manipulate and critically interpret internet resources for your future social studies classroom. It will also test your ability to understand and analyze the NCSS standards and to incorporate a selected theme into an instructional sequence for your students. Finally, it will help you demonstrate ways of incorporating Minnesota's standards into your assignments. (Bloom: knowledge, comprehension, application, evaluation; INTASC/SEPBT: 1.C, 1.G, 1.H, 1.I, 1.J, 2.F, 4.A, 4.D, 4.E, 4.G, 5.M, 6.J, 6.K, 7.G)

4. 5-12 Unit Outline (group collaboration)

This assignment is intended to engage you and your classmates in a cross-grade dialogue about the spiraling curriculum model discussed in class. The result of your discussions will be a two-week (ten-day) **unit outline combining the themes of Minnesota Native history and global families**, using the NCSS themes and selected Minnesota social studies outcomes (be sure to include both layers of standards, the Burz and Marshall assessment model, and at least two related content resources.

Include each of the following for full points:

- a. Two or three pages describing the general unit in three ways: (1) purpose and general focus including the NCSS theme and strands [see Alder, et al.], (2) connections to Minnesota Standards, and (3) intended performance-based student assessment using the Burz and Marshall format;
- b. Indicate the general curriculum structure with two or three paragraphs describing how middle and high school students (specify the two grade levels chosen) will explore the material in a sequential, developmentally-appropriate way (hint: rely on the NCSS text for help on this one);
- c. In an outline or a matrix format, list: (1) the topics and activities to be covered each day over the ten-day period being sure to show for each day the parallel elementary and middle school approaches to the topic, (2) the teaching resources referenced, (3) the NCSS standard(s) and theme(s) addressed, (4) the Minnesota social studies standard(s) being addressed, and (5) the Burz and Marshall evaluation activities;

5-12 Unit (continued)

- d. Include an **annotated bibliography** of sources used (briefly describe how each resource pertains to the unit); **NOTE:** be sure to include at least **two fiction or nonfiction books for each of the grade levels** chosen (see the NCSS bulletins noted earlier)
- e. **PLEASE NOTE:** your group will select **one representative day** and “teach/talk” that lesson to a group of your peers, complete with instructional materials and handouts, and a built-in way to check for student attainment of the intended student outcome (i.e. how will you assess your peers’ learning?)

Assessment: this assignment will be a test of your ability to access, interpret and apply multiple resources in a sequenced, developmentally-appropriate way; it is also a check of your group skills and peer collaboration abilities; finally, it will test your collective abilities to execute a lesson from a plan based on predetermined graduation standards (Bloom: comprehension, application, analysis, synthesis, evaluation; INTASC/SEPBT: 1.A, 1.C, 1.F, 1.G, 1.H, 1.I, 1.J, 2.F, 3.H, 4.A, 4.D, 4.G, 5.M, 6.K, 7.G, 8.E, 8.G, 8.H, 9.E, 10.J)

5. Lesson Plans (individual learner)

From your unit outline (see above), develop two complete lesson plans for the appropriate grade with which you will be working, using a specific conceptual theme from the NCSS document and coupling that with appropriate connections to the Minnesota Standards re: **Minnesota history**. Be sure to state these connections explicitly in your plans. Use **Minnesota Native** resources and related **global-perspectives** materials as your primary content sources.

Be sure to include:

- a. A clear and explicit statement of purpose related to the NCSS standards, Minnesota’s Social Studies Standards and social studies benchmarks (e.g. learner outcomes);
- b. An airtight, learner-focused, performance-based outcome for each lesson, coupled with a tangible, measurable means of evaluating whether or not your students have attained the stated outcome (**NOTE:** follow the Burz and Marshall format [see handout] and develop an **assessment rubric** of your own for this);
- c. All of the pre-instructional planning components in the standard Carleton lesson outline (i.e. time estimates, materials and supplies, any necessary special arrangements, provisions for individual differences among students, behavioral expectations and physical set-up of the room);

Your lesson plans also must include:

Lesson Plans (continued)

- d. Some kind of **visual aid** (e.g. PowerPoint, game board, pictures, a literature book, posters, maps, etc.) for each lesson (be sure to explicitly incorporate this/these instructional device[s] into your lesson outline);
- e. A detailed instructional sequence including the **introduction** or anticipatory set, **timed intervals** for the presentation of the various lesson components, checks for **student understanding**, and a **“closure”** segment;
- f. A post-instructional evaluation to include your follow-through strategy for measuring student attainment of the chosen learner outcomes (see b. above) and, a retrospective reflection on how the lesson actually worked;
- g. **NOTE: for EACH lesson**, be sure to include a short, annotated bibliography of no less than **four sources** including an appropriate young person’s literature reference (fiction or nonfiction) and a **completed webbing sheet [see handout]** indicating possible connections to the other areas of the curriculum listed on the webbing sheet

Assessment: in this assignment you are being assessed primarily for your ability to plan and execute a typical, daily lesson plan. It also is a test of your ability to use predetermined materials in a way that reflects both NCSS and Minnesota social studies standards. You will feel somewhat constrained but you have much latitude within the established parameters. This aspect of the assignment is intended to mimic district constraints and state-imposed mandates on your curricular choices. Finally, this is an exercise in creatively constructing lessons to accomplish your objectives and meet student needs. (Bloom: comprehension, analysis, synthesis, evaluation; INTASC/SEPBT: 1.A, 1.C, 1.F, 1.G, 1.H, 1.I, 1.J, 2.F, 3.H, 4.A, 4.D, 4.E, 4.G, 4.K, 5.M, 6.H, 6.I, 6.J, 6.K, 7.G, 8.e, 8.G, 8.H, 9.E, 10.J)

6. Five-Year Autobiographical Lifeline/Timeline (individual learner)

For this assignment, develop a History-Day-display-style timeline of **any five years within the first 20 years** of your life. Be sure you include:

- a. **Primary sources** such as family pictures, documents and other family memorabilia;
- b. For each of the five years chosen, highlight **one key event** in your life (e.g. at age six you learned to ride a bike);
- c. Next, include **two key, related/parallel events** (1 = Minnesota, 1 = World) reported in the print media of the years you’ve selected, for each of your highlighted personal events, being sure to make the connections explicit (e.g. world gasoline prices soar in the year you learned to ride your bike and Minnesotans line up at the pump); show evidence of those connections by including some photocopies from the media you investigate (e.g. pictures from a magazine, newspaper reprints, etc.);

Timeline/Lifeline (continued)

- d. Put together in a **poster format (tri-fold “History Day” poster boards highly recommended)** for display on the last day of class; evidence of organization, scholarship, professionalism, attention to detail and creativity are all essential for full points; your use and organization of materials is one important indicator of your future curriculum development potential;

NOTE: you must develop a one-page handout for your hypothetical middle/high school students.

Assessment: this assignment will test your ability to understand personal experience in the larger context of world events. It also assesses your ability to access and organize appropriate primary resources. It will check your ability to make appropriate connections between your own life and events elsewhere. This is an important perspective for your future students to develop. You will also be assessing your ability to communicate your project details to upper elementary/middle school students. Finally, this assignment gives you first-hand experience in one form of performance assessment in preparation for your work in the schools (Bloom: comprehension, analysis, synthesis, evaluation; INTASC/SEPBT: 1.C, 1.F, 1.H, 1.I, 2.F, 4.E, 4.K, 6.H, 6.J, 9.E)

7. Community Resources, Field Trips and Guest Speakers (as arranged)

8. Collaboration Activities (includes online activities at our Moodle website such as Moodle discussion postings and e-links to curriculum resources and development of our Nicenet resource pages; may also include some activities with Professor Appleman’s students)

9. Quizzes (includes readings from textbook, class handouts, class discussions)

EDUC 348 SEPBT Standards and Assignments Alignment

Assignment	Course Points	Course %	SEPBT Coverage
Readings and Jigsaw	20	10%	1.A, 1.C, 1.F, 1.H, 4.K, 6.H, 7.G
Persuasive Essay	20	10%	1.A, 1.C, 1.D, 2.F, 3.H, 3.O, 4.A, 4.E, 4.K, 6.H, 6.I, 7.G, 9.E, 10.J
WebQuest	25	12.5%	1.C, 1.G, 1.H, 1.I, 1.J, 2.F, 4.A, 4.D, 4.E, 4.G, 5.M, 6.J, 6.K, 7.G
7-12 Global Families Unit	30	15%	1.A, 1.C, 1.F, 1.G, 1.H, 1.I, 1.J, 2.F, 3.H, 4.A, 4.D, 4.G, 5.M, 6.K, 7.G, 8.E, 8.G, 8.H, 9.E, 10.J
Lesson Plans and Reflections (2)	30	15%	1.A, 1.C, 1.F, 1.G, 1.H, 1.I, 1.J, 2.F, 3.H, 4.A, 4.D, 4.E, 4.G, 4.K, 5.M, 6.H, 6.I, 6.J, 6.K, 7.G, 8.E, 8.G, 8.H, 9.E, 10.J
Five-Year Lifeline	25	12.5%	1.C, 1.F, 1.H, 1.I, 2.F, 4.E, 4.K, 6.H, 6.J, 9.E
Speakers, Online Activites, Collaboration	20	10%	
Textbooks and Readings Quiz (2)	30	15%	

EDUC 348: Working Bibliography of Related Resources

- Banks, J. A., (Ed.). (2004). *Diversity and citizenship: Global perspectives*. San Francisco: Jossey-Bass.
- Bennett, M. J., ed. (1998) *Basic concepts of intercultural education*. Yarmouth, ME: Intercultural Press, Inc.
- Carter, S. L. (1993) *The culture of disbelief*. New York: BasicBooks (Harper Collins).
- Charting a course: Social studies for the 21st century*. (1989) Washington, D.C.: National Commission on Social Studies in the Schools.
- Cogan, J. J. and Derricott, R. (2000) *Citizenship for the 21st century: An international perspective on education*. London: Kogan Page Limited.
- Counts, G. S. (1932/1978) *Dare the school build a new social order?* Carbondale: Southern Illinois University Press.
- de Oliveira Andreotti, V. and de Souza, L.M. (Eds.) (2012). *Postcolonial perspectives on global citizenship education*. New York: Routledge.
- Fenton, E. (1967) *The new social studies*. New York: Holt, Rinehart and Winston.
- Geography Education Standards Project. (1994) *Geography for life*. Washington, D.C.: National Geographic Research and Exploration.
- Hahn, C. L. (1998) *Becoming political: Comparative perspectives on citizenship education*. Albany: State University of New York.
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