Queens College-Secondary Education and Youth Services

*SEYS 363: Methods of Teaching Social Studies in Middle School and High School*

SPRING 2025: TUESDAYS, Rathaus 206, 1PM-3:40 PM

Professor: Dr. Meredith Katz Email: meredith.katz@qc.cuny.edu
Office Location: PH150P
Office Hours: In person or via zoom

- Monday, 2:30-3:30 pm
- Tuesdays, 4-5 pm
- Zoom: https://us02web.zoom.us/j/3816955534 (by appt.)

COURSE DESCRIPTION

*Course Bulletin*: Students' **pedagogical content knowledge** in their **specific subject areas** is developed. Research-based learning, instructional and assessment strategies, as well as the secondary school curriculum will be examined.

This course is aligned with the Core Values of the Education Unit of promoting Equity, Excellence, and Ethics in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.

COURSE LEARNING GOALS & OBJECTIVES

1. To develop and demonstrate lesson plans and units that will foster a **spirit of inquiry** to enable students to connect ideas raised in their classes to broader understandings of societies past and present, large and small

1a) to consider what historical and social science is, and to consider how it might relate to secondary school students

2. To explore the role of social studies education in preparing students for deliberation with others and other vehicles for civic engagement

3. To become familiar with the reasoning, application and use of the current national and regional standards for Social Studies teaching in order to develop lesson and unit plans that **effectively promote inquiry** in the classroom.

4. To explore and utilize teaching tools and methodologies that will lead to positive learning results in social studies classrooms

4a) to design a thematic, **inquiry-based unit** for teaching U.S. history

5. To observe in the field and reflect

READINGS

All article and book chapter readings will be posted on BRIGHTSPACE.

You will need access to:

- Zinn, H. (2005). *A people's history of the United States: 1492-present*. Harper Perrennial.
  Link: A People's History of the United States (libcom.org)

Any edition is fine. It is also available online through Queens College Library and through other online sources, and might be nice to purchase as a hard copy reference.

We will read selections from the following books. The selections will be posted on BRIGHTSPACE. The complete books are available online through Queens College Library or possibly through other online sources, and also might be nice to purchase as a hard copy reference.

- Marzano, R. J. (2017). *The new art and science of teaching* . Bloomington, IN: Solution Tree Press.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Ascd.
- Wineburg, S., Martin, D. & Monte-Sano, C. (2012). *Reading like a historian.* Teachers College Press.

*Please bring relevant readings to class for discussion each week*

SOCIAL STUDIES STANDARDS

- New York State Social Studies Framework
  New York State Common Core Social Studies 9-12 Framework
- New York City Social Studies Scope and Sequence, Grade K-8
  https://www.weteachnyc.org/resources/resource/social-studies-scope-and-sequence-grades-k-8
- New York City Social Studies Scope and Sequence, Grade 9-12
  https://www.weteachnyc.org/resources/resource/social-studies-scope-and-sequence-grades-9-12/
- National Curriculum Standards for Social Studies: The Ten Thematic Strands
  http://www.socialstudies.org/standards/strands
- College, Career, and Civic Life (C3) Framework for Social Studies State Standards
  https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf
- Common Core State Standards for ELA & Literacy in History/Social Studies
  History/Social Studies | Common Core State Standards Initiative (thecorestandards.org)

OTHER MATERIALS

- BRIGHTSPACE: Each week I will post a new folder on Brightspace with readings, assignments, slides and other course materials. As is natural with any teaching plan, this course will evolve over the course of the semester. ALWAYS CHECK BRIGHTSPACE FOR THE MOST UPDATED MATERIALS AND ASSIGNMENTS.

- Bring a writing utensil and paper to each each class

COURSE EXPECTATIONS: CREATING A CULTURE OF CIVIL DISCOURSE

One of the main goals for social studies education, if not THE MAIN GOAL, is to help students develop the habits of mind and dispositions to engage actively in participatory democracy. As such, all classrooms, but ESPECIALLY SOCIAL STUDIES CLASSROOMS, should strive to model and create the culture we hope to strengthen in our society. All of these expectations will contribute to an atmosphere of robust CIVIL DISCOURSE.

- Attendance: All class meetings are required. No more than 1 absence. If you expect to be late or absent, email me prior to class.

- Lateness: It is important to be on time for every class period. Chronic lateness will be counted as an unexcused absence and your grade will be lowered.

- Late work: It is vital to get your work completed on time. If work is turned in late, one full grade will be deducted per day from the assignment (i.e., an "A" would become a "B").

- Cell phone use: Please put your cell phone away, out of sight when you arrive. Do not use your cell phone during class. The only times cell phones may be used is during breaks or to support your participation in an activity. (A "break" is NOT when you are finished with something and others are still working). Be present and patient! (good practice for teaching)

- Other Screens: You are free to use your personal computer as you need; however, there will be significant portions of our class time where your computer will not be needed. Close your screen at these times. Please be respectful of the class time by keeping unnecessary use of screens to a minimum.

- Collaborative work: An essential part of the course is working with others and with the instructor in an engaged, open-minded and professional manner.

# Class Schedule and Course Outline

Essential Questions:
- ★ What is Social Studies?
- ★ Why do we teach Social Studies?
- ★ How do we teach Social Studies?

| Date | Topic/ Essential Question | Assignment and Readings *(assignments are due at the start of class)* |
|---|---|---|
| Week 1<br>1/28/2025 | Introduction to course and syllabus review | |
| Week 2<br>2/4/2025 | Goals for teaching/learning history *(Why?)*<br>1) Learning to Think Like a Historian<br><br>Workshop:<br>-Introduction to general lesson planning (objectives/ procedure/assessment) | ★ "10 Things a teacher should know about me"<br>★ Zinn- Arnove Intro and Chapter 1, "Columbus, the Indians and Human Progress" |
| Week 3<br>2/11/2025 | Goals for teaching/learning social studies<br><br>*History of Social Studies (What? Why?)*<br><br>*How has the definition of Social Studies changed and evolved over time?*<br><br>Workshop:<br>- write up the lesson plan for today's lesson | ★ Manfra, M. M., Hensley, J., & Shaver, E. A. (2023). The C3 Framework and the Long History of Inquiry in Social Studies Education. *Social Education*, *87*(6), 396-400.<br>★ Dunn, R. E. (2008). The two world histories. *Social Education*, *72*(5), 257-263 . |
| | *NO CLASS- FEBRUARY 18* | ★ Zinn Columbus Paper Due-2/18<br>★ Read your Zinn chapter and take notes! |
| Week 4<br>2/25/2025 | From ideal to reality *(What?)*<br><br>*How does New York State define and* | ★ Notes on Zinn chapter for your Unit Plan due/submit AND bring to class |

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| | *implement Social Studies?*<br><br>(Standards and Regents)<br><br><br><u>Workshop:</u><br>-More in depth Introduction to Unit Plan Project<br>-Meet with small groups doing the same Zinn chapter to discuss; Reading Comprehension Strategies | ★ 'A big step in the right direction': NYSED presenting plans to end Regents exams<br><br>★ N.Y. dropping Regents exams as a graduation requirement: Here is the proposed timeline - silive.com<br><br>★ Optional: State Education Department Announces "NY Inspires: A Plan to Transform Education in New York State" \| New York State Education Department |
| Week 5<br>3/4/2025<br><br>Dr Gerwin visits to discuss FAFSA and student teaching | *How do teachers make decisions about how to frame and organize content?*<br>- Textbooks yay or nay (debate)<br>- Compare Zinn to New Visions<br><br><u>Workshop:</u><br>-Write up the lesson plan<br>-Start Comparing Historical Narratives assignment | ★ Loewen, J.W. (1995). *Lies my teacher told me: Everything your American history text got wrong*. Touchstone. pp.1-9.<br><br>★ Should Textbooks Still Play a Role in Schools? \| Edutopia (June 23)<br><br>★ Unit Plan Topic rationale |
| Week 6<br>3/11/2025 | *How do teachers make decisions about what content to include? /how to frame and organize content?*<br><br>Unit Planning- Backwards Planning<br>Units v. Lessons<br><br><u>Workshop:</u><br>-write up the lesson plan for today's lesson | ★ Unit Plan Comparing Historical Narratives assignment<br><br>★ Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Ascd.<br><br>Ch. 1, pp. 13-21, Introduction |
| Week 7<br>3/18/2025 | *How do teachers make decisions about what content to include? /how to frame and organize content?*<br><br>-essential questions<br>-objectives<br><br><u>Workshop:</u> | ★ Wiggin & McTighe Ch. 5, Essential Questions<br>★ TBD |

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| | -Unit Plan Essential questions;<br>-Brainstorming objectives for unit lessons | |
| Week 8<br>3/25/205 | *Why and how to develop a primary source pedagogy?*<br>*(Reason 1- it helps students "do the work of historians"-develop critical thinking skills)*<br><br><u>Workshop:</u><br>Write up lesson plan for today's lesson;<br>primary source lesson plan model | ★ Wineburg, S. S., Martin, D., & Monte-Sano, C. (2012). *Reading like a historian: Teaching literacy in middle and high school history classrooms.* Teachers College Press.<br><br>★ TBD |
| Week 9<br>4/1/2025 | *Why and how to develop a primary source pedagogy?*<br>(Reason 2: It helps us examine narratives of history from non-dominant perspectives)<br><br><u>Workshop</u>:<br>-sharing lesson plans for teaching primary sources<br>-sharing fieldwork artifacts (final due before Spring Break) | ★ TBD<br><br>★ Unit Plan Draft<br>(Unit essential question and 8 lesson objectives) |
| Week 10<br>4/8/2025 | *Teaching Primary Sources*<br>*(small groups-no full class)* | ★ YOUR CHANCE TO TEACH<br>Primary source "lessons" in small groups |
| | *SPRING BREAK* | *FIELDWORK ARTIFACT JOURNAL DUE-Friday, April 11* |
| Week 11<br>4/22/2025 | *Assessment:*<br>*How do we give students opportunities to show us what they learned?*<br><br>*-intro to assessment vocab*<br>*-intro to DBQs as assessment* | ★ UbD Chapter 7 excerpts<br>★ TBD |

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| | Workshop:<br>-write up the lesson plan | |
| Week 12<br>4/29/2025 | WORKSHOP-"ZINN Related Full Lesson Plan" | ★ Bring your Zinn draft to class<br>★ Unit Plan-Revised lesson objectives and draft of Zinn-related lesson plan<br><br>Due 4/30 (to give time to get feedback, on 4/29 in class) |
| Week 13<br>5/6/2025 | WORKSHOP- Group DBQ development | |
| Week 14<br>5/13/2025 | Wrapping Up<br><br>-In class writing: Group DBQ<br><br>-Final reflections | ★ Due 5/16: Final Unit Plan with all components revised |

FIELDWORK (25 hours)
HOURS and PLACEMENT:
This course requires 25 hours of fieldwork in a 7-12 social studies classroom in order to provide an opportunity to consider course content in action and to start to develop the habits of a reflective practitioner.

It is your responsibility to find this placement and collect all necessary permission for your presence in the school building. You should have secured your placement prior to the President's Week mid-winter recess (Feb. 14) and start to observe the week of Feb. 24, if not before.

FIELDWORK ARTIFACT JOURNAL:
Throughout the semester you will work on documenting and reflecting on your experience, addressing specific prompts to shape your observations. You will complete written assignments and share specific aspects of your observations in SEYS 363 class sessions, especially 4/1. The timing of documenting what you see in observation is up to you.

The Fieldwork Artifact Journal is due 4/11,just before spring break.Details to follow.
Your time sheet must also be uploaded to Anthology.

| **ASSIGNMENT** | **DUE DATES (before class)** | **Semester Grade percentage** |
|---|---|---|
| ZINN COLUMBUS PAPER | 2/18 | 5 |
| UNIT PLAN-FORMATIVE | | 30 |
| -Zinn chapter notes | 2/25 | |
| -Unit Rationale | 3/4 | |
| -Comparing historical narratives (textbooks) | 3/11 | |
| -Draft: Unit essential question and lesson objectives | 4/1 | |
| -Revised Unit essential question and lesson objectives + fully developed Zinn lesson plan | 4/30 (WED) | |
| -Group DBQ unit assessment | 5/6 Work on in class; submit with final | |
| - DBQ essay and reflection (individual) | 5/13 Work on in class; submit with final | |
| UNIT PLAN-SUMMATIVE ("THE FINAL") | 5/16 | 20 |
| MINI PRIMARY SOURCE LESSON<br>Prepare a lesson focused on one primary source related to your unit; "teach" the class; reflect | Week of 4/8 | 10 |
| FIELDWORK ARTIFACT JOURNAL | 4/11 (sharing 4/1 in class) | 15 |
| CLASS PARTICIPATION (demonstrating recall of the readings, engagement in all class activities, individual, small and full group, bringing appropriate materials to class) | ongoing | 20 |

OTHER IMPORTANT POLICIES

CUNY POLICY ON ACADEMIC INTEGRITY

The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates' issues are available to you at:
Academic Integrity Policy – The City University of New York (cuny.edu)

REASONABLE ACCOMMODATIONS FOR CANDIDATES WITH DISABILITIES

The Office of Special Services (SPSV) is committed to supporting students with qualifying disabilities under the Americans with Disabilities Act (ADA) by providing reasonable accommodations to ensure equal access. If you have previously received accommodations due to a disability, believe you may have a disability, or have a temporary disability, please visit the office's website (https://www.qc.cuny.edu/sp/) for further information on the assistance they can offer you. Accommodations are not retroactive, so you are encouraged to get registered sooner rather than later. You may also contact their office at qc.spsv@qc.cuny.edu or call 718-997-5870 during office hours for assistance as well.

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ANTHOLOGY

By this point in your coursework you should have an Anthology account. If you are new to QC, or have any questions about your account, contact: anthologyqcsupport@qc.cuny.edu. Through Anthology, designated coursework will be assessed by faculty for professional knowledge and skills through key program course assignments. This electronic portfolio system is not used for grading purposes.

The main Anthology assignment for this course will be the final draft of your Unit Plan. You will also be asked to complete some reflective surveys and your fieldwork timesheet. These materials are due on Anthology by _5/16__. (Unit Plan must also be submitted on BRIGHTSPACE)

USE OF CANDIDATE WORK

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.