

**HIS 365 Methods of Teaching Social Studies
for Secondary Teachers
Missouri Western State University
Instructor: Derek Frieling**

Class Meets: Mondays & Wednesdays 4:00-6:20 p.m.
Room: Popplewell Hall 102
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Office Hours: By appointment

Rationale: The purpose of the Social Studies is to prepare students to become well-rounded citizens that can make educated decisions. The role of the teacher is not to teach students but instead so students can learn.

Course Description: Principles and methods of teaching social studies in secondary school: objectives, problems, materials, and methods applied to the social studies curriculum. Methods include: electronic portfolio, website technology, and traditional lesson plans/unit plans for each discipline involved. Those disciplines include: economics, geography, government and political science, history, psychology, and sociology. Prerequisite: departmental approval. Must be taken prior to Junior Teaching Experience.

Course Objectives: Students of this class will develop teaching techniques to make classes engaging. Students of this class will design lesson plans and present them in this class. Students of this class will learn how to associate with educational administrations.

Text:

Burgess, Dave. *Teach Like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator.* San Diego, CA: Dave Burgess Consulting, Inc., 2012.

Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College.* With a forward by Norman Atkins. San Francisco, CA: Jossey-Bass, 2015.

Additional Required Readings (provided digitally):

Larson, Bruce E. and Timothy A. Keiper. *Instructional Strategies for Middle and Secondary Social Studies*. New York: Routledge, 2011.

Marchesani, Richard J. *The Field Guide to Teaching: A Handbook for New Teachers*. Upper Saddle River, NJ: Pearson Prentice Hall, 2007.

Marzano, Robert J., Jana S. Marzano, and Debra J. Pickering. *Classroom Management that Works: Research-Based Strategies for Increasing Student Achievement*. Upper Saddle River, NJ: Pearson, 2003.

Payne, Ruby K. *A Framework for Understanding Poverty*. 3rd ed. Highlands, TX: aha! Process, 2003.

Wong, Harry K. and Rosemary T. Wong. *The First Days of School*. Mountain View, CA: Harry K. Wong Publications, Inc., 2005.

Wormeli, Rick. *Summarization in Any Subject: 50 Techniques to Improve Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005.

Additional Sources:

Ainsworth, Larry and Donald Viegut. *Common Formative Assessments: how to Connect Standards-Based Instruction and Assessment*. With a Forward by Douglas B. Reeves. Thousand Oaks, CA: Corwin Press, 2006.

Beal, Candy, Cheryl Mason Bolick, and Peter H. Martorella. *Teaching Social Studies in Middle and Secondary Schools*. 5th ed. Boston, MA: Pearson, 2009. Additional text that is good for more teaching strategies.

Marlowe, Bruce A. and Marilyn L. Page. *Creating and Sustaining the Constructivist Classroom*. 2nd ed. Thousand Oaks, CA: Corwin Press, 2005.

Marshall, Marvin. *Discipline without Stress Punishment or Rewards: How Teachers and Parents Promote Responsibility & Learning*. Los Alamitos, CA: Piper Press, 2005.

Marzano, Robert J., Debra J. Pickering, and Jane E. Pollock. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Upper Saddle River, NJ: Pearson, 2001.

Course Evaluation and Requirements:

Participation and Presentations - 30%

Mid Term - 10%

Unit Plan - 50%

Final - 10%

Academic Honesty: This course will follow the official MWSU policy on Academic Honesty: Since honesty in the classroom or laboratory is required, cheating, plagiarism, or knowingly furnishing false information to the university constitutes a violation. A student accused of cheating will have a hearing with the faculty member. If it is determined that cheating occurred, a grade of zero may be assessed.

Attendance: Attendance and punctuality is mandatory. Participation will be graded in part with attendance and punctuality.

Official Missouri Western State University Disclaimers:

Attendance: University Statement

“Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience.” (MWSU Student Handbook)

Classroom Behavior Guidelines

- See the Student Handbook section concerning Student Code of Conduct for additional details.

Academic Honesty, Due Process, and Grade Appeal

- “Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another’s work, falsifying documents or academic records, or any other fraudulent classroom activity.” (MWSU Student Handbook)
- “Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student’s grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative.” (MWSU Student Handbook)
- For more details concerning Departmental Grade Appeal Procedure, see “GRADE APPEAL PROCEDURE MATERIALS” which is filed in Popplewell 115.
- For more details see <https://www.missouriwestern.edu/studentaffairs/wp-content/uploads/sites/292/2014/02/StudentHandbook2016.pdf>.
- For information about Academic Regulations and Standards Committee, go to <https://www.missouriwestern.edu/facsenate/academic-regulations/>.

Students with Disabilities

Students seeking accommodations must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) located in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of those accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive.

A Note on Harassment, Discrimination and Sexual Misconduct

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, see the MWSU sexual-misconduct policy

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

Classroom Recording Policy

The course materials that I author, including, but not limited to, PowerPoint slides, Panopto recordings, Moodle screen shots, class hand-outs, web-based and social media content, and course syllabi, are my intellectual property and are protected by copyright law. Students in the course may download and make copies of my course materials for the course student's own use.

Students are not allowed to record course proceedings, publicly reproduce or distribute these materials or enable others to do so without my express written consent. Failure to comply with this direction may constitute a violation of the Student Code of Conduct as outlined in the Student Handbook and result in disciplinary action by the University.

Inclement Weather and Illness Policy

In the event that the instructor is unable to make it to a scheduled class session, you will be notified through your university email account, when possible. The email will contain instructions for what you are to do in lieu of coming to class that day.

Make-Up Exam Policy

Two days each semester will be provided for make-up quizzes and tests: one before mid-term grades, the other prior to final exams. Contact the instructor before the scheduled test date or as soon as possible after the test about the prospect of a make-up. Make-up tests will be given solely at the discretion of the instructor. Depending on the circumstances, the instructor may require documentation explaining why the student missed a scheduled test date. As a rule, only one make-up per student per semester will be allowed. Remember, a make-up is a privilege, not a right.

Thematic Standards for Social Science Education Majors

For those students intending to teach History and the Social Sciences at the secondary level, please be aware that the National Council for the Social Studies (NCSS) requires the promotion of ten thematic standards that are designed especially to assist students who are preparing for such a teaching career. These ten thematic standards are:

1. Culture and cultural diversity;
2. Time, continuity, and change;
3. People, places, and environments;
4. Individual development and identity;
5. Individuals, groups, and institutions
6. Power, authority, and governance;
7. Production, distribution, and consumption;
8. Science, technology, and society;
9. Global connections;
10. Civic ideals and practices.

General Studies Requirements for Bachelor Degrees

General Education at Missouri Western State University consists of a common core of curriculum offerings necessary to equip students for successful and fulfilled lives as educated and active citizens. The required general education curriculum consists of a broad range of courses that assures that all baccalaureate-seeking students acquire academic skills and knowledge necessary for understanding, communicating, and performing in a diverse and complex world. Students completing courses in the general education program will be provided the opportunity to acquire knowledge and skills to:

1. Write and speak clearly and effectively;
2. Think critically and reason analytically;
3. Locate, organize, evaluate, and synthesize information from print and electronic sources;
4. Understand and appreciate moral values and ethical choices;
5. Gain a greater awareness of the present by understanding other cultures and times;
6. Understand and enjoy aesthetic experiences and share in related activities;
7. Develop an understanding of fundamental mathematical concepts and their applications.
8. Understand common phenomena in the physical and natural environment and understand the methods by which they are studied through lectures and the connected laboratory experience;
9. Understand and appreciate the means of gaining and maintaining mental and physical health.

Course Schedule

Subject to Change

Class Number & Date	Topic	Reading Assignment (due by the date on the class number line, subject to change)	NCSS Thematic Standards	Missouri Teacher Standards
1-8/26	Introduction/ Syllabus	Burgess pages 3-18, 145-168 Wong Doc 1, 3, 6	1	1.3, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 5.1, 5.3, 8.3
2-8/28	Educational Lingo GS	Larson Doc 1, 3, 6 Marchesani Doc 7 Wong Doc 7	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.1, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 6.2, 7.2, 7.6, 8.3
3-9/4	Lesson Planning	Lemov Chap 2, 4, 6 Larson Doc 4 Marchesani Doc 3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.4, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.3, 6.3
4-9/9	Lectures	Burgess pages 55-71, 75-141 Lemov Chap 1, 3, 5, 7 Larson Doc 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 3.1, 3.2, 3.3, 4.1, 4.3, 5.1, 5.2, 6.1, 6.2, 9.1
5-9/11	Activities	Burgess pages 33-53 Wormeli Doc 1 Marchesani Doc 4 Lemov Chap 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 9.1
6-9/16	Activities Cont.		1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 8.1, 9.1
7-9/18	Cooperative Learning	Larson Doc 9 Wong Doc 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.3, 6.4, 7.1, 7.2, 7.3, 8.1, 9.1
8-9/23	Technology & Grading		8, 9	1.1, 1.2, 2.2, 2.4, 3.1, 3.2, 3.3, 4.2, 6.3, 6.4, 7.1, 7.3, 7.5
9-9/25	Rubrics	Larson Doc 2	4	1.2, 1.5, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.3, 6.3, 7.1, 7.3, 7.4

10-9/30	Testing	Marchesani Doc 5 Wong Doc 8	4	2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 6.3, 7.1, 7.4, 8.1
11-10/2	Discipline vs. Classroom Management GS	Burgess pages 19- 32 Lemov Chap 10, 11, 12 Larson Doc 5, 7 Marzano Doc 1 Payne Doc 1, 2 Marchesani Doc 2 Wong Doc 2, 5	1, 3, 4, 5, 6, 10	1.2, 1.3, 1.5, 2.1, 2.2, 2.6, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 8.3, 9.1
12-10/7	Discipline vs. Classroom Management Cont.		1, 3, 4, 5, 6, 10	1.2, 1.3, 1.5, 2.1, 2.2, 2.6, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 8.3, 9.1
13-10/9	Mid Term		1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3
14-10/14	Associating with Parents	Marchesani Doc 6 Wong Doc 4	1, 3, 4, 5, 6, 8, 10	1.5, 2.1, 2.2, 4.3, 6.1, 6.2, 7.5, 8.3
15-10/16	Special Education GS		1, 3, 4, 5, 10	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.3, 6.1, 6.2, 6.3, 7.1, 8.3, 9.2, 9.3
16-10/21	Professional Development	Wong Doc 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.3, 6.4, 7.2, 7.6, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3
17-10/23	Make Up Day			
X-10/23	Unit Plan Written Materials Due			
18-10/28	Administration GS	Burgess pages 169-174 Marchesani Doc 1	1, 6	2.2, 3.1, 5.1, 6.1, 6.2, 7.2, 7.5, 7.6, 8.3, 9.1
19-10/30	Student Teaching		1, 6	4.2, 5.1, 5.2, 5.3, 6.1, 8.3
20 to 27- 10/30 to 12/2	Unit Teaching		1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3,

				6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3
28-12/4	Summarizing GS		1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3
29-12/9	Final		1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 8.3, 9.1, 9.2, 9.3