Constructing Curriculum in Secondary Social Studies

I. Catalog Description and Credit Hours of the Course: Integrating the aims, skills, and knowledge of history and the social sciences into secondary education. (3 credit hours)

II. Prerequisite(s): Grade of C or above in SS200 (Introduction to Teaching Social Studies in the Secondary School). Pre- or co-requisite: GH315.

III. In this course students will:
   A. Develop relevant learning goals that are in harmony with societal aims for social studies education and with state and national social studies standards.
   B. Analyze current and historical models for constructing courses and units in the social studies.
   C. Identify societal forces that influence social studies curricula.
   D. Construct scope and sequence outlines for secondary social studies courses.
   E. Plan units of instruction for social studies courses at the secondary school level.

IV. Students will be expected to:
   A. Prepare for class discussions and activities by completing assigned readings.
   B. Demonstrate an ability and willingness to engage with peers in the critical evaluation of ideas and information.
   C. Exhibit the ability to complete tasks independently by completing all out-of-class assignments.

V. Course Content (45 hours)
   A. Week 1: Research on learning and structure
      i. human development and learning (1 hour)
      ii. learning in social studies content areas, specifically (2 hours)
   B. Week 2: Necessary Questions in Curriculum Construction (3 hours)
      i. What are the overall goals of the course?
      ii. What will be the benefit to society if students meet the course goals, and what will be the cost to society if they do not?
      iii. What will be the benefit to students if they meet the course goals, and what will be the cost to them if they do not?
      iv. How should this class be organized to maximize the chances that students will meet the goals of the course?
   C. Weeks 3 and 4: Civics
      i. Develop a rationale for teaching this course based upon the examination of current and historical justifications (1 hour)
      ii. Identify standards for this area of the social studies (1 hour)
1. National
2. State
3. Other Societal Forces

iii. Analyze current and historical curriculum models (1 hour)
   1. the goals and standards they privilege
   2. the degree to which they contribute to students meeting course goals

iv. Create a scope and sequence outline for this course. (3 hours)
   1. Explore issues that influence curricular choices
   2. Identify ways in which other areas of the social studies might be integrated into this course
   3. Make decisions concerning content to be included or omitted from course outline

D. Weeks 5 and 6: United States History
   i. Develop a rationale for teaching this course based upon the examination of current and historical justifications (1 hour)
   ii. Identify standards for this area of the social studies (1 hour)
      1. National
      2. State
      3. Other Societal Forces

E. Analyze current and historical curriculum models (1 hour)
   i. the goals and standards they privilege
   ii. the degree to which they contribute to students meeting course goals

F. Create a scope and sequence outline for this course (3 hours)
   i. Explore issues that influence curricular choices
   ii. Identify ways in which other areas of the social studies might be integrated into this course
   iii. Make decisions concerning content to be included or omitted from course outline

G. Weeks 7 and 8: World History
   i. Develop a rationale for teaching this course based upon the examination of current and historical justifications (1 hour)
   ii. Identify standards for this area of the social studies (1 hour)
      1. National
      2. State
      3. Other Societal Forces
   iii. Analyze current and historical curriculum models in regard to (1 hour)
      1. the goals and standards they privilege
      2. the degree to which they contribute to students meeting course goals
   iv. Create a scope and sequence outline for this course (3 hours)
      1. Explore issues that influence curricular choices
      2. Identify ways in which other areas of the social studies might be integrated into this course
3. Make decisions concerning content to be included or omitted from course outline

H. Week 9: Geography
   i. Relevance (1 hour)
      4. Develop a rationale for teaching geography based upon the examination of current and historical justifications
      5. Identify standards for teaching geography
         a. National
         b. State
         c. Other Societal Forces
   ii. Analyze potential curriculum models in regard to: (1 hour)
       1. the goals and standards they privilege
       2. the degree to which they contribute to students meeting course goals
   iii. Explore additional challenges to curriculum development in this area. (1 hour)
        1. Interest group concerns/controversial issues
        2. Integration of other social studies areas

I. Week 10: Economics
   i. Relevance (1 hour)
      1. Develop a rationale for teaching economics based upon the examination of current and historical justifications
      2. Identify standards for teaching economics
         a. National
         b. State
         c. Other Societal Forces
   ii. Analyze potential curriculum models in regard to: (1 hour)
       1. the goals and standards they privilege
       2. the degree to which they contribute to students meeting course goals
   iii. Explore additional challenges to curriculum development in this area. (1 hour)
        1. Interest group concerns/controversial issues
        2. Integration of other social studies areas
        3. the goals and standards they privilege
        4. the degree to which they contribute to students meeting course goals

J. Weeks 11 and 12: Behavioral Sciences
   i. Psychology (2 hours)
      1. Disciplinary aims of psychology
         a. National standards
         b. State standards
         c. Societal expectations
      2. Curricular issues
         a. Course construction
         b. Issues regarding teaching psychology
ii. Sociology (2 hours)
   1. Disciplinary aims of sociology
      a. National standards
      b. State standards
      c. Societal expectations
   2. Curricular issues
      a. Course construction
      b. Issues regarding teaching sociology

iii. Anthropology (2 hours)
   1. Disciplinary aims of anthropology
      a. National standards
      b. State standards
      c. Societal expectations
   2. Curricular issues
      a. Course construction
      b. Issues regarding teaching anthropology

K. Week 13: Course organization (3 hours)
   i. Analyze current and historical curriculum models in regard to
      1. the goals and standards they privilege
      2. the degree to which they contribute to students meeting course goals
   ii. Explore additional challenges to curriculum development in these areas.
   iii. Interest group concerns/controversial issues
   iv. Integration of other social studies areas

L. Week 14: Identification and Construction of Relevant Learning Goals in Social Studies Courses (3 hours)
   i. Choosing content
   ii. Integrating skills and content

M. Week 15: Organizing Learning Goals into Units of Study (3 hours)

VI. Textbooks and Other Materials
   D. National standards for social studies content areas
   E. Additional readings selected by the instructor

VII. Basis for Student Evaluation
   A. Civics Course Outline 15%
B. U.S. History Course Outline 15%
C. World History Course Outline 15%
D. Elective Social Studies Course Outline 15%
E. Unit Plan 15%
F. Article Response Papers 15%
G. Participation 10%

VIII. Academic Dishonesty: Academic dishonesty is an offense against Southeast Missouri State University. A student who has committed an act of dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus academic dishonesty is not only a basis for disciplinary action, but is also relevant to the evaluation of the student’s level of performance. Academic honesty requires that students do not cheat, or knowingly assist another to do so. Other unacceptable behavior includes plagiarism, which is submission of someone else’s work as their own, and the unauthorized access to or changing of grades or examination. As required by Southeast Missouri State University policy, instructors must report cases of academic honesty. Refer to: http://www6.semo.edu/judaffairs/code.html

IX. Accommodations: Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the instructor. To request accommodations, students must contact Services for Students with Disabilities. Refer to: http://www.semo.edu/cs/services/disability.htm

X. Knowledge Base


