

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
**(Approved by CAA on 9/30/21 and CGS on 11/16/21)**

**Banner/Catalog Information (Coversheet)**

1.  New Course or  Revision of Existing Course

2. Course prefix and number: SOS 3400

3. Short title: Social Studies Methods

4. Long title: Middle Level and Secondary Social Studies Teaching Methods

5. Hours per week: 3 Class 1 Lab 3 Credit

6. Terms:  Fall  Spring  Summer  On demand

7. Initial term:  Fall  Spring  Summer Year: 2024

**8. Catalog course description:**

(3-1-3) Preparation to teach an array of social studies classes in middle and secondary schools: U.S. history, world history, civics, and social studies electives. The course emphasizes planning, procedures, and selection of instructional strategies and materials designed to engage all learners and prepares students to offer lessons aligned to state learning standards and mandates. Special focus is given to civics instruction, historical thinking and hard history, social studies literacy, culturally responsive teaching, inquiry design, and reflective teaching. Fifteen hours in clinical experiences are required. This course is designed to meet the needs of students who will receive state licensure in Social Science.

**9. Course attributes:**

General education component: N/A

Cultural diversity  Honors  Writing centered  Writing intensive  Writing active

Department Capstone as Senior Seminar

**10. Instructional delivery**

**Type of Course:**

Lecture  Lab  Lecture/lab combined  Independent study/research

Internship  Performance  Practicum/clinical  Other, specify: \_\_\_\_\_

**Mode(s) of Delivery:**

Face to Face  Online Synchronous  Online Asynchronous  Study Abroad

Hybrid, specify approximate amount of on-line and face-to-face instruction 75% F2F, 25% online

**11. Course(s) to be deleted from the catalog once this course is approved:**

none

12. Equivalent course(s): none

a. Are students allowed to take equivalent course(s) for credit? \_\_\_ Yes \_\_\_ No

13. Prerequisite(s): SED 2000, HIS 1101

a. Can prerequisite be taken concurrently? X Yes X No (SED 2000 – yes; HIS 1101 – no)

b. Minimum grade required for the prerequisite course(s)? C

c. Use Banner coding to enforce prerequisite course(s)? X Yes \_\_\_ No

d. Who may waive prerequisite(s)?

\_\_\_ No one X Chair X Instructor X Advisor \_\_\_ Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: HIS-Teacher Licensure majors; History Teaching Minors

b. Degrees, colleges, majors, levels, classes which may not take the course: anyone else

16. Repeat status: X May not be repeated \_\_\_ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: NA

18. Grading methods: X Standard \_\_\_ CR/NC \_\_\_ Audit \_\_\_ ABC/NC

19. Special grading provisions:

\_\_\_ Grade for course will not count in a student's grade point average.

\_\_\_ Grade for course will not count in hours toward graduation.

\_\_\_ Grade for course will be removed from GPA if student already has credit for or is registered in:

\_\_\_\_\_

\_\_\_ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

20. Additional costs to students:

Supplemental Materials or Software \_\_\_\_\_

Course Fee X No \_\_\_ Yes, Explain if yes \_\_\_\_\_

21. Community college transfer:

\_\_\_ A community college course may be judged equivalent.

X A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1.  Course is required for the major(s) of History with Teacher Licensure in Social Science  
 Course is required for the minor(s) of \_\_\_\_\_  
 Course is required for the certificate program(s) of \_\_\_\_\_  
 Course is used as an elective for Minor in History Teaching
2. **Rationale for proposal:** The course has changed since its last revision was approved in 2017, both in terms of its placement in the major (prerequisites, a new orientation course, HIS 1101, and other matters) and in terms of content. Changes in professor direction for the course, adoption of new best practices for inquiry in social studies education and emphasis on culturally responsive teaching practice, and changes in the Illinois Social Science Learning Standards and National Council for the Social Studies expectations for preservice teachers have shifted content and assessments in the class. Additionally, we wished to add modalities for how the course to make us more flexible and better able to embed a clinical experience into the course.
3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: HIS 4925 is a graduate-level version of this course developed in expectation that EIU will soon have an MAT program. Much of the content of the two courses overlaps, but HIS 4925 includes more focus on research and theory as suits a graduate-level course. It is also designed for students in the online postbac and MAT program – ie, they are students already placed in a clinical setting to complete the clinical experience portion of the class.

Prerequisites: Students will do best in this class if they have already taken an introductory education course, SED 2000. The History department has also designed a new three-credit orientation to the major, HIS 1101, which lays important groundwork for this course. Given this, we will allow co-current enrollment in SED 2000 but not in HIS 1101, though particularly for transfer students and to accommodate scheduling logistics, we are allowing the chair, instructor, and advisor to put in waivers for any or all of the above requirements.

Co-requisites: N/A

Enrollment restrictions: This course only makes sense for students actively preparing to teach middle and secondary level social science, and those students would be in the major and minor allowed to enroll, History with Teacher Licensure in Social Science or the History Teaching Minor. Other students interested in history pedagogy could apply for a waiver to take this course or enroll in HIS 4925.

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A
4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: This course could theoretically be offered online (either synchronously or asynchronously) particularly in order to accommodate clinical experience options for students. Every year it becomes harder for students to manage clinical expectations within their schedules, and it may make sense at some point to try offering this an online or hybrid course to build in more time for them to be in a school setting.

Instruction: This course will be offered through EIU's online learning management system (currently D2L/Brightspace) and will be supplemented as needed by other online learning

technology. Faculty members will complete the OCDI or equivalent training and will adhere to best practices in online teaching. Instructional materials, readings, activities, and assessments will work together in support of specified learning objectives and the learning goals of COE the History department and in alignment with the Illinois Learning Standards for Social Science and the National Council for the Social Studies 5 Core Competencies for Social Studies Educators.

Integrity: Students will produce significant amount of writing and reflection via online discussion boards, lesson plans and unit plans, a literature review, and other writing, and all work requires critical analysis and synthesis of readings. Because assignments demand analysis of specific readings and sources, plagiarism is usually easily detected.

Interaction: Students interact with each other and the professor through frequent discussions, via email, and in other ways via online communication tools such as Google Jamboard or Padlet, internet conference via interactive online platforms (such as Zoom), and other technologies for online collaboration and communication. Students receive feedback on assignments and are given rubrics outlining expectations for participation in rigorous, robust, and respectful online discussion.

### **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title SOS 3400: Middle Level and Secondary Social Studies Teaching Methods
2. Catalog description  
(3-1-3) Preparation to teach an array of social studies classes in middle and secondary schools: U.S. history, world history, civics, and social studies electives. The course emphasizes planning, procedures, and selection of instructional strategies and materials designed to engage all learners and prepares students to offer lessons aligned to state learning standards and mandates. Special focus is given to civics instruction, historical thinking and hard history, social studies literacy, culturally responsive teaching, inquiry design, and reflective teaching. Fifteen hours in clinical experiences are required. This course is designed to meet the needs of students who will receive state licensure in Social Science.
3. Learning objectives.
  - (1) Students will expand their knowledge of social studies content, disciplinary perspectives, historical thinking, and social studies literacy and apply what they learn to the development of lesson plans. (CT-3, WCR-6)
  - (2) Students will find classroom materials; incorporate technological tools that enhance social studies learning; and prepare lessons and assessments in accordance with the Illinois Learning Standards for Social Science, the Illinois Culturally Responsive Teaching and Leading Standards, and the National Council for the Social Studies C3 Framework. (CT-4; WRC-7)
  - (3) Students will utilize a variety of culturally responsive methods and strategies to teach both content and skills to diverse learners. (SL-2,4-7)
  - (4) Students will analyze and conceptualize high school courses and units and incorporate the “big questions” and disciplinary ways of thinking into inquiry-based unit design. (CT-1)
  - (5) Students will analyze scholarly literature about teaching social studies and classroom diversity/social justice and connect their own lesson planning to pertinent literature, to informed action, and to reflective practice in the classroom. (CT-4; WRC-7)
  - (6) Students will further develop their teaching dispositions and continue the transition to a professional identity. (RC-4)
4. Course materials.

Nick Capodice and Hannah McCarthy, *A User's Guide to Democracy: How America Works* (Celadon, 2020)

Doug Lemov, *Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College* (Jossey-Bass, 2015)

Bruce Lesh, *“Why Won’t You Just Tell Us the Answer?” Teaching Historical Thinking in Grades 7-12* (Stehnhouse, 2011)

Gholdy Muhammed, *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* (Scholastic, 2020)

*College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (2013)

[Civics 101 Podcast](#)

[Cult of Pedagogy Podcast and Blog](#)

[Facing History and Ourselves Teaching Strategies Library](#)

[I-Civics](#)

[Illinois Civics Hub](#)

[Learning for Justice](#) (formerly Teaching Tolerance)

[Reading Like a Historian](#) (Stanford History Education Group),

[Learning for Justice Anti-Bias Framework](#) (Southern Poverty Law Center, 2014)

5. Weekly outline of content.

Week	Topic(s)	Assignment
<b>Part 1. What is powerful social studies, and how do I plan for it? Who am I and how does my identity—and that of my students—fit into the social studies classroom and curriculum design?</b>		
1	How do I set the stage on day one? Course Introductions & Requirements Syllabus Annotation Exercise In Class Defining Powerful Social Studies for YOUR Classroom: Who are you, and what is the work you plan to do?	5 Icebreakers for Middle and High School Students That Really Work (2018) and <a href="#">A 4-Part System for Getting to Know Your Students</a> (Cult of Pedagogy, 2016) (in-class readings) Read Angelina Murphy, <a href="#">Using Learning Stations to Kick Off the Year</a> , Edutopia, August 13, 2019, and <a href="#">this Twitter thread</a> on doing this work remotely (get a copy of the google slides <a href="#">here</a> ) Watch Facing History and Ourselves (FHAO)’s video on <a href="#">Contracting</a> (and read their adaptation for <a href="#">Remote Contracting</a> ) Read or listen to <a href="#">Co-Constructing Success Criteria with Students</a> , Cult of Pedagogy
2	Lesson Planning Fundamentals Recap Participation Rubric Brainstorming and Agreement Week 2 Lesson Plan Assignment (topics assigned in class) Peer Review and Brainstorming	Read the following, and bring questions and Lemov’s book: Lemov, <i>Teach Like a Champion</i> , chapters 4-5 Cushman, “Minds on Fire,” <i>Educational Leadership</i> (Dec. 2013-Jan. 2014) “Fundamentals of Backwards Planning,” <i>Educational Leadership</i> , September 2019 <a href="#">Backwards Planning, The Basics</a> , Cult of Pedagogy Marzano, “Objectives Students Understand” “Formative Assessment in Seven Good Moves” “Powerful Lesson Planning,” <i>Ed Leadership</i> , October 2016 (skim and read what is helpful to you) Week 2 Lesson Plan due prior to class in the D2L Dropbox
3	Teaching, Reaching, and Engaging ALL Learners: Culturally Responsive Pedagogy in the Social Studies Classroom	Read Dyan Watson, <a href="#">Black Boys in White Spaces: One Mom’s Reflection</a> , Rethinking Schools, Spring 2018 Read Gholdy Muhammad, <i>Cultivating Genius</i> and/or <a href="#">view her presentation</a> for the Schomburg Center for Research in Black Culture at the New York Public Library Revised Week 2 Lesson Plan (showing edits) due
<b>Part 2. How do I plan for powerful social studies learning that uses strategies and methods and planning to reach my students and teach disciplinary skills and content—in remote as well as f2f classrooms?</b>		

4	Curriculum Design and the Big Picture Using Essential Questions to Structure Social Studies Learning	Lemov, <i>Teach Like a Champion</i> , chapters 3 & 6 (review chapters 4-5) Loewen, “The Tyranny of Coverage,” <i>Teaching What Really Happened: Avoiding the Tyranny of Textbooks and Get Students Excited about Doing History</i> (Teachers College Press, 2009) Lemov, <i>Teach Like a Champion</i> , chapters 7-9 Explore the Facing History and Ourselves (FHAO) <a href="#">teaching strategy library</a> – create an account and save 8-12 strategies to incorporate into your IDM and toolbox Explore the <a href="#">Illinois Civics Remote Learning Toolkit</a>
5	The Inquiry Design Model Approach to Planning	Swan et al., “The New York State Toolkit and the Inquiry Design Model: Anatomy of an Inquiry,” <i>Social Education</i> 79 (Nov/Dec 2015), pp. 316-322 “Why Vote? Understanding Elections, the Candidates, and Why Any of This Matters,” from <i>Teaching the College, Career, and Civic Life (C3) Part 1</i> , pp. 141-156, D2L <a href="#">Can words lead to war? IDM Unit Plan</a> , C3 Teachers Choose <b>one</b> of these two webinars/presentations to view (and review the social studies standards grades 6-12): - Chris Heffernan, Using Inquiry and Questions to Teach Geography, EIU Social Studies Teachers Conference, 2020 - Candi Fikus, Best Practices in Teaching Economics, EIU Social Studies Teachers Conference, 2020
6	Historical Thinking and Hard History	Bruce Lesh, <i>Why Won't You Just Tell Us the Answer? Teaching Historical Thinking in Grades 7-12</i> . Read chapters 1-2 and 9 fully, and then choose two chapters from 3-8 to read and reflect upon. Malone & Mandell, <i>Thinking Like a Historian</i> , chapter 2 Andrews & Burke, “What Does It Mean to Think Historically?,” <i>AHA Perspectives</i> (Jan. 2007) Joan Middendorf et al., “What’s Feeling Got to Do with It? Decoding Emotional Bottlenecks in the History Classroom,” <i>Arts &amp; Humanities in Higher Education</i> 14 (2015) Cynthia Greenlee, <a href="#">How History Textbooks Reflect America’s Refusal to Reckon with Slavery</a> , VOX, August 26, 2019 Ingrid Drake, “Classroom Simulations: Proceed with Caution” (2008)
7	Planning YOUR Inquiry Unit – Content Building, Literacy Support, and Strategies for IDMs	<b>Historical Thinking Lesson Plan due</b> Skim Himmele et al., <i>Total Literacy Techniques</i> (via D2L) Tovani, “The Power of Purposeful Reading,” <i>Educational Leadership</i> (Oct. 2005) Ness, “Unpark Those Questions,” <i>EL</i> (2013) Review FHAO <a href="#">strategies for literacy</a> IDM Preliminary Topic Worksheet due in class

**Part 3. How do I engage students in authentic engagement with social studies and in discussion of current and controversial events in the classroom?**

*During this time, in addition to the topics below, students will also be engaging in clinical experience during some class meeting times and preparing materials outside of class time.*

8	Teaching Middle Level and High School Civics  Media Literacy in the Social Studies Classroom	Review Nick Capodice and Hannah McCarthy, <i>A User's Guide to Democracy: How America Works</i> (Celadon, 2020) for civics content Review the 6-8 and 9-12 Civics mandate guidance documents from ISBE Return to the resources list and explore in particular Civics resources such as the Illinois Civics Hub, I-Civics, and the Civics 101 podcast Watch the <a href="#">Civics Mandate introduction webinar</a> from Illinois Civics and review the <a href="#">Civics Curriculum Design Toolkit</a> . Consider viewing additional webinars on <a href="#">Simulations of Democratic Practice</a> and <a href="#">Informed Action</a> .
9	Current and Controversial Issue Discussions in Civics and Beyond	Paula McAvoy, <i>Designing Discussion as Inquiry</i> ( <a href="#">here</a> )
10	Informed Action and the Practices of Democracy in the Social Studies Classroom	Daneels, "From Thermometers to Thermostats," <i>Social Education</i> (2016)
11	Banned Book Presentations	Banned Book Project due
12	IDM Reminders & Micro-Teaching Assignments	IDM Planning Overview and List of Sources due
<b>Part 4. How do I bring all of this together in an IDM and teaching demonstration that showcases all I have learned, and what is my plan for continued growth as a teacher?</b>		
13	What do I need to know about edTPA? Content Test and Other Info  Micro Teaching	Carefully read the edTPA handbook and the supporting materials posted in this module Download the edTPA cheat sheet and add your own notes to it Resume Packet, D2L "A Letter to New Teachers," "Avoiding the Siren Calls," and "Focusing on the Essentials," all from <i>Educational Leadership</i> (2019) "The Real Deal on Classroom Management for Teachers" (ASCD) Elden, "Ten Things You'll Wish They'd Told You" April Participation Self-Evaluation due today
14	Micro Teaching	IDM Blueprint, Sample PPT/Google Slide Content Building, Performance Source and Task due
15	Micro Teaching	<b>IDM Due</b>
16	What are my takeaways, and what is next for me as a social studies preservice teacher?	<b>Final Exam Due</b>

6. Assignments and evaluation, including weights for final course grade.

**Quick Writes, In-Class Activities, and Course Participation (20% of grade)**

This course is a group effort; a successful class relies on active engagement by each student. You will engage in self-evaluation at several points during the semester as well as receive feedback for quick

writes/activities. Quick writes will be scored on a 3-2-1-0 basis (3=excellent, 2=satisfactory, 1= QW does now show preparation for class; 0=absence). Quick write scores will be factored into the participation grades that will be assigned each month.

**Week 2 Lesson Plan and Peer Review (5% of grade).** You will submit a lesson plan on an assigned topic to review lesson planning procedures, and you will engage in peer review and improvement of your own lesson plan in reaction to peer ideas and my feedback.

**Historical Thinking Lesson Plan (5% of grade).** You will submit a lesson plan incorporating historical thinking (either document analysis or another definition of historical thinking skills). More information will be provided in class.

**Banned Books Teaching Project (15% of grade).** In this era of polarization and tension about the teaching of social studies, students will engage in research around the teaching of social studies and in planning to effectively teach controversial and current events in their classroom. Students projects will vary – from a reading journal of banned books, research around the teaching of social studies, an advocacy project, or completion of lesson plans (including materials for parents to introduce curriculum). Completion of this assignment will be assessed using the Informed Action Rubric aligned with National Council for the Social Studies accreditation.

**Clinical Experience (15% of grade)** Throughout the semester, we will plan and implement an after-school social studies enrichment activity to take place at Jefferson Elementary School on six Thursdays (March 10-April 21). On those days, we will meet at JES or meet JES students at Booth Library instead of holding our regular class. Much more information will be provided in class. Students will also complete a series of observation hours at area schools and/or other high schools in Illinois. Between the JES activity and observations, students must complete at least fifteen clinical hours. **NOTE: You must complete the clinical experience to earn a grade of C or higher and receive credit for SOS 3400.**

**Inquiry Design Model (IDM) Unit & Teaching Demonstration (30% of grade).** You will create an extensive IDM unit plan on any unit-length topic (exception: WWII/Holocaust) for use in a social studies course. Detailed instructions will be provided in class and on D2L, and we will complete this assignment in a series of steps. You will also teach a 30-minute lesson from your IDM. Completion of this assignment will be assessed using the IDM Rubric aligned with National Council for the Social Studies accreditation and the Unit Plan rubric devised by the College of Education.

**Final Exam: Toolbox (Resume/Cover Letter and Teaching Resources/Strategies) and Reflection (10% of grade).** For your final exam, you will submit a finalized resume and cover letter AND your toolbox and a reflection essay laying out future goals.

7. Grading scale.

100-90% A; 89.9-80% B; 79.9-70% C; 69.9-60% D; and below 60% F

8. Correlation of Learning Objectives to Assignments

	QW/ Part (20%)	Wk 2 LP (5%)	HIS LP (5%)	BB Proj (15%)	Clinical (15%)	IDM Unit (30%)	Final Exam (10%)
Students will expand their knowledge of social studies content, disciplinary perspectives, historical thinking, and social studies literacy and apply what they learn to the development of lesson plans. (CT-3, WCR-6)	X	X	X		X	X	X
Students will find classroom materials; incorporate technological tools that enhance social studies learning; and prepare lessons and assessments in accordance with the Illinois Learning Standards for Social	X	X	X	X	X	X	X

Science, the Illinois Culturally Responsive Teaching and Leading Standards, and the National Council for the Social Studies C3 Framework. (CT-4; WRC-7)							
Students will utilize a variety of culturally responsive methods and strategies to teach both content and skills to diverse learners. (SL-2,4-7)		X	X		X	X	X
Students will analyze and conceptualize high school courses and units and incorporate the “big questions” and disciplinary ways of thinking into inquiry-based unit design. (CT-1)	X				X	X	X
Students will analyze scholarly literature about teaching social studies and classroom diversity/social justice and connect their own lesson planning to pertinent literature, to informed action, and to reflective practice in the classroom. (CT-4; WRC-7)	X			X		X	X
Students will further develop their teaching dispositions and continue the transition to a professional identity. (RC-4)					X		X

**Date approved by the department or school:** 1/25/23

**Date approved by the college curriculum committee:**

**Date approved by the Honors Council (if this is an honors course):**

**Date approved by CAA:**

**CGS:**

