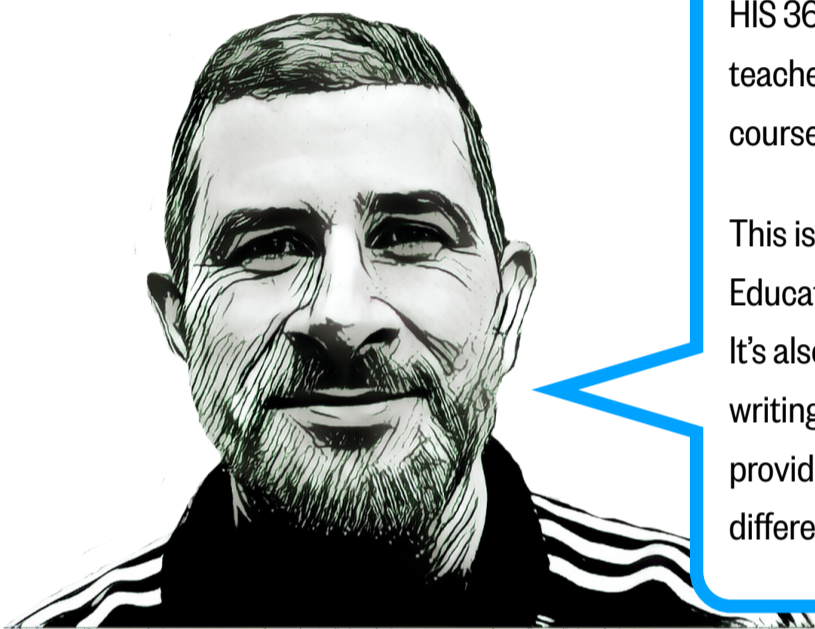


introduction to

Secondary History/Social Studies Education



FALL 2023 • HIS 3626 • Tuesdays 5-7:40pm • ABH 236



WELCOME TO INTRO!

HIS 3626 is geared towards students who want to become effective teachers and curriculum designers of secondary history/social studies courses – especially in a global & digital age.

This is likely your first class with almost all BS History/Social Studies Education majors, which is exciting for both students and the instructor! It's also a bit nerve wracking! It's OK ... you do not need prior knowledge of writing lesson plans. I will guide you on the basics of curriculum design and provide feedback along the way. The bar rises as we dive deeper into different strategies and final edits. **I'm here to help every step of the way!**

DROP-IN HOURS

T & Th: 12-2pm
(or via Zoom by appt.)

Prof. Rwany Sibaja



sibajaro@appstate.edu



appstate.zoom.us/j/4651190141



828.264.8476



Anne Belk 220

LEARNING TARGETS

By the end of the semester, students should be able to ...

Research historical content and best practices in history/social studies education to design an active learning, student-focused history curriculum

Secondary Objectives

✓ **IDENTIFY MAJOR QUESTIONS AND THEMES IN US & WORLD HISTORY**

✓ **BALANCE MAJOR QUESTIONS & THEMES WITH THE REALITIES OF COVERING CONTENT AND STATE STANDARDS**

✓ **LOCATE APPROPRIATE, RELEVANT, AND QUALITY RESOURCES FOR INSTRUCTION AND STUDENT LEARNING**

✓ **CONDUCT RESEARCH FOR DEVELOPING A PRACTICAL "TOOLBOX" GEARED TOWARDS MAKING WORLD/ U.S. HISTORY RELEVANT AND ENGAGING TO ADOLESCENT STUDENTS**

TEXTBOOKS & RESOURCES

- German, David and Jack Zevin. *Teaching U.S. History as a Mystery*. New York: Routledge, 2010. 1st Edition. ISBN: 9781566398565 [[Amazon link](#)]
- Zevin, Jack. *Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools*. 5th edition. New York: Routledge, 2023. ISBN: 9780367459567 [[Amazon link](#)]
- Roupp, Heidi. *Teaching World History in the Twenty-First Century: A Resource Book: A Resource Book*. Armonk, NY: Routledge, 2010. ISBN: 9780765617156 [[Amazon link](#)]
- Templates & 9-12 Social Studies Resources at: history.appstate.edu/historyeducation



AsU Learn will serve as a hub for Handouts, grades, and assignments



Here, and on the next page, learn more about:

- ★ YOUR GENERAL WORKLOAD
- ★ COURSE FORMAT
- ★ ASSIGNMENTS
- ★ GRADING SCALE
- ★ STRATEGIES FOR SUCCESS & FEEDBACK
- ★ COURSE POLICIES

General Workload

Most weeks you will read two or three short reading selections (blog posts, webpage, book excerpts, articles). The conversation about these readings begins **ONLINE** before we meet on Tuesdays. You will choose which weeks to complete reading assignment, and which weeks to take off.

The majority of your grade is linked to the curriculum portfolio project. You will choose either **U.S. or World History**, and then develop a series of items you will submit and eventually post to your digital portfolio website. All curriculum work must be well researched for both the content and the teaching strategies you will use.

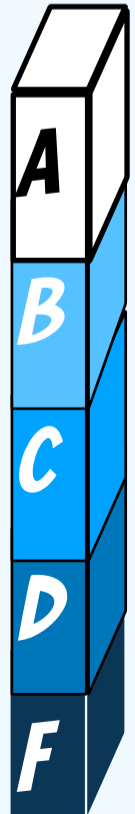
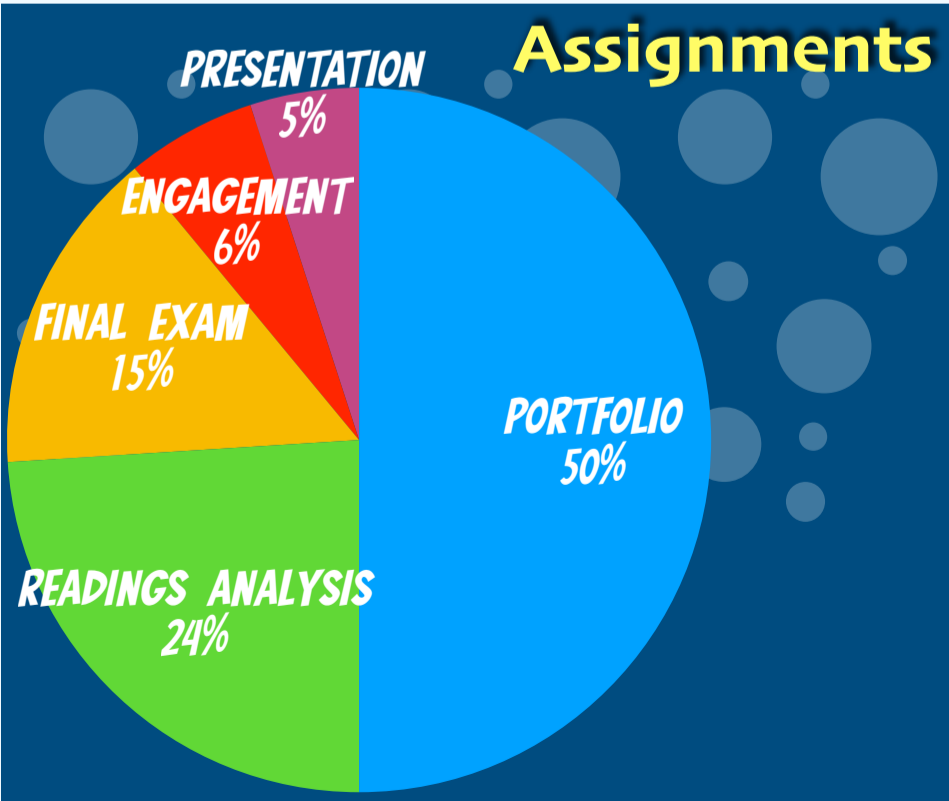


Course Format

The first aspect of this course you should be aware of is that it is **not** lecture-based. Rather, it's based on regular discussions, independent research, and project-based learning. **EVERYTHING** in this course is designed to be useful well beyond this semester because each aspect (textbooks, assignments, readings, etc.) starts with the basic premise:

"What should I have learned in college about becoming a successful high school social studies teacher?"

HIS 3626 is divided into 4 units: Intro to NC Standards for 9-12 Social Studies, Understanding by (Curriculum) Design, Meeting Student Needs, and Becoming a Professional History Educator.



GRADING SCALE

← -100

-90

-80

-70

-60

NOTES

- ◆ Follows ASU scale (A=93+, A-=90-92, B+=87-89, B=83-86, B-=80-82, etc.)
- ◆ Portfolio grade includes first, revised, and final drafts.
- ◆ Presentations will focus on your curriculum portfolio ("making of")
- ◆ Final Exam
 - Professional Portfolio Website (7 pts.)
 - Cover Letter, Resume (8 pts.)

Strategies for Success

- ▶ Take care of your emotional, physical, and mental health. Reach out if you begin to feel overwhelmed.
- ▶ Set aside specific time for course readings and classwork. Consider that time as “in-class.”
- ▶ Type or write down notes as you go through the weekly readings.
 - ▶ [For a primer on reading like a historian, and not wasting too much time completing reading assignments, see “[How to Read a Book in One Hour](#)” by Larry Cebula]
- ▶ Use the various campus & online resources for writing, researching, and citing (and projects).
- ▶ Make use of drop-in hours to share ideas, get help, or get clarification. Schedule via zoom if needed.



HOW WILL I RECEIVE FEEDBACK?

Typical response time for non-urgent emails will be within 24-48 hours. Return time for feedback and assessment is approx. 1 week after submission or due date.*

WHAT WILL EACH TUESDAY EVENING LOOK LIKE?

Intro to topic, group work (lab) / Break / clarifying comments, group or indiv. work, closure

WHICH ITEMS GO INTO MY CURRICULUM PORTFOLIO?

Curriculum/Pacing Map, Unit Map, 3 Lesson Plans, Assessment Samples, & Content Notes

WHAT ARE THE COURSE POLICIES?

HIS 3626 follows policies at App State (link). **Specific course policies below**

HOW DO I SUBMIT WORK?

All assignments will be posted to AsULearn ... **except** your final Curriculum Portfolio items and most of your Final Exam (portfolio website, résumé only).

COURSE POLICIES

Attendance

HEP policy: Because we meet 1x week, students can miss up to 3 classes. You will receive a notification after the 1st absence, a required meeting after the 2nd, and an action plan after your 3rd. >> A 4th absence is automatic failure of the course.

Late Work

Due dates are the final dates to submit work; you can submit early anytime. Life happens, though. If you need to submit an assignment late, you can use the [Late Work Notification ticket](#) up to **four** times (exceptions included).

Participation - Positive Learning Environment

We learn best from speaking to each other. The goal is **not** to speak more (quantity); rather, you should strive to provide substantive (quality) comments online and in class. Please value each other's ideas and questions. As a future social studies teacher, you will come to realize the importance of fostering a welcoming environment, one where students are free to share their thoughts on hard topics.

Honesty

ASU's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. You can read the full .pdf document on ASU's policy on plagiarism and cheating at: academicintegrity.appstate.edu (click on "Academic Integrity Code").

AUG 22

FDOC

SEP 5

Curriculum Map Due

SEP 12

Unit Map Due

SEP 26

Lesson Plan 1 Due

OCT 3

No Class Meeting

OCT 10

Lesson Plan 2 Due

OCT 17 – *Fall Break*

OCT 24

Lesson Plan 3 Due

Nov 15–21

Individual Conferences.
Sign up for a 20-min slot
(first come, first serve)



Nov 28

Portfolio
Presentations

Nov 30

Final Portfolios Due

DEC 5

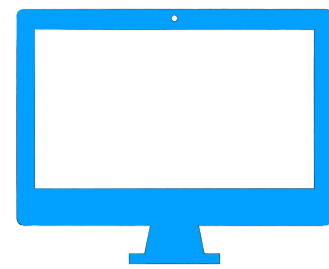
LDOC

DEC 12

Last Day to Submit
Final Exam



WEEKLY SCHEDULE



Full list of Readings located on the AsU Learn portal for HIS 3626 (Fall 2023)

WEEK

1. [Aug 22]: FDOC: Introductions / Tech Support
2. [Aug 29]: Getting to Know State Standards / What is an Essential Question?
3. [Sep 5]: Designing Curriculum: Understanding by Design (UbD) / Historical Thinking Skills
4. [Sep 12]: Using State Standards to Establish Clear Learning Objectives in Unit Maps and Lesson Plans
5. [Sep 19]: Clarifying Learning Objectives: Rigor, Alignment, and Meeting the Varied Needs of Students
6. [Sep 26]: Mapping Out a Unit and Its Lessons
7. No Class Meeting Oct 3 (asynchronous work on revisions)
8. [Oct 10]: Creating a Student-Centered Classroom
• No Class Meeting Oct 17 - Fall Break
9. [Oct 24]: Assessments FOR and OF Learning
10. [Oct 31]: Knowing Your Students / Being a Professional Online
11. [Nov 7]: Intro to edTPA: Language Demands in 9-12 Social Studies
12. [Nov 14]: Digital Literacy
13. [Nov 15-21]: Individual Conferences in lieu of class meeting
14. [Nov 28]: Portfolio Presentations
15. [Dec 5]: LDOC: Course Wrap Up / Resume & Cover Letter

FINAL EXAM: Dec 12, from 5pm – 7:40pm [Reading Day is Dec 6]

USEFUL LINKS

Explore required and useful 9-12 Social Studies Resources at: <https://history.appstate.edu/historyeducation/9-12-resources>

Also:

- [Full HIS 3626 Course Policies](#) (university policies and resources)
- The History Dept. [goals and practices for 3000-level courses](#)
- [Belk Library](#)
 - Research Support? [Contact Breanne Crumpton](#) (History Dept. Library Specialist) - helpful for research on history content and pedagogical research for history and social studies education
- Check out the [Chicago Manual of Style](#) for citing resources in your lesson plans and other work
- See conventions for the [notes & bibliography system](#).
- Support from the [Office of Disability Resources](#)
- Appalachian State University [Writing Center](#)
- Appalachian State University [Career Development Center](#) (resume & cover letter)
- The Office of [Student Affairs](#)

