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2020

ESC 433 / 533: Teaching World History in Middle and High School

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Department of Middle and High School Education
School of Education
LEHMAN COLLEGE
City University of New York

The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.

ESC 433 / 533: Teaching World History in Middle and High School

Fall 2020

Undergraduate: 3 Credits; Lecture / Graduate: 3 Credits; Lecture + 25 Field Hours



Class Meeting Time: Thursdays – 6-8:40 PM
(fully online, synchronous and asynchronous)

Location: *Zoom link shared for class meetings*

Instructor: [Insert name]

Course Catalog Description

This course is designed to introduce students to the methods of teaching world history to urban middle and high school students. This course will help prepare candidates to become effective social studies educators capable of teaching students the content knowledge, the intellectual skills, and the civic values necessary for fulfilling the responsibilities of citizenship in a participatory democracy. Special attention is given to effective teaching strategies and to addressing the individual and cultural diversity of all learners. We will examine methods for teaching world history and developing curriculum in an urban classroom.

Planning for Success in Our *Fully Online* Class

Carefully review the course calendar, noting **synchronous** meetings, when we will meet online as a class during our designated class time. For **asynchronous** weeks, when you do not have to be online at the same time as other class members, you should plan to spend approximately 2 hours and 40 minutes engaged in learning activities. Deadlines for completing assignments during these weeks will be posted on Blackboard. You should also note that the 2 hours and 40 of online activities is ***in addition to the time you will need to spend offline reading/viewing course materials***. To be as successful as possible in the class, you should also plan to check Blackboard and your email address that is associated with Blackboard regularly, as we will send announcements regularly via email.



Course Contact and Questions

How to Contact Me

Office: Carman Hall B-29M (Online meetings only for fall)

Phone: (718) 960-8701

E-mail: sherry.deckman@lehman.cuny.edu (Preferred Contact)

FAX: (718) 960-7272

Office Hours: Mondays, 3:30-5:30; Tuesdays (rotating schedule), posted [online](#). Other times available by appointment. ***Please meet with me!*** You needn't have a "problem" or major issue to meet for office hours.



I will generally log in every day and check the **Class Q&A Forum** for questions about the course as well as interact with class members in the ongoing discussion. You should check the forum frequently for answers to questions you might have—or better yet, ***subscribe to it!*** *If you notice questions from peers that you can answer, please do so* and help support other members of our course.

Questions that are not likely to be relevant to the rest of the class participants can be directed via email to me, and I will endeavor to respond within 24 hours.



Course Logistics

Course Goals and Objectives

This course will engage 3 overarching questions:

- 1) What are key issues/debates in world history instruction and how are these debates manifested in NY State curriculum guidelines, CCSS, and in local schools/contexts?
- 2) How can students, their stories, and their communities serve as a starting point for planning world history?
- 3) What elements contribute to a dynamic world history curriculum for middle/high school students?

Social studies teacher candidate outcomes expected upon successfully completing the course are as follows:

LUTE Theme*	Candidates will be able to
Theme I	<ul style="list-style-type: none"> • design instruction using a social studies approach to learning • create units emphasizing inquiry • organize activities with a variety of grouping strategies
Theme II	<ul style="list-style-type: none"> • use multicultural education best practices • develop methods to incorporate student cultures and backgrounds into social studies/history learning
Theme III	<ul style="list-style-type: none"> • differentiate instruction • develop fair and accurate assessments • collect data and make appropriate curricular decisions • hone effective social studies literacy practices
Theme IV	<ul style="list-style-type: none"> • offer engaging lessons to motivate all students to learn • incorporate a variety of resources into the curriculum

*See below for LUTE Framework.

In order to meet these goals and objectives, the following instructional methods will be implemented in the course:

- Reflection through discussion;
- School observation and recording of data;
- Constructivist project/s;
- Classroom observation and reporting;
- Use of media and technology specifically related to course content;
- Emphasis on small group work and decision-making;
- Emphasis on literacy development;
- Emphasis on formative instructor feedback.

Course Assignments/Assessments and Policies

Assignments Overview		
Students' grades will be assessed considering the following.		
Assignment	Percentage of Grade	Due Date
1) In-person (Synchronous Meeting) Participation and Attendance (including weekly feedback and microteach)	15%	Ongoing
2) Quizzes, Homework, and Online Postings	15%	Periodic/Ongoing

(including Unit Plan draft materials)		
3) Purposes of Social Studies Reflection Paper	15%	Thursday, October 1, 6 PM to Blackboard
4) Annotated Resource Library	15%	Thursday, October 29, 6 PM to Blackboard
5) World History Unit Plan	25%	Thursday, November 19, 6 PM to Blackboard and <u>in class</u>
6) Observation Paper and Field Hours (alternative assignment provided to those who have completed required observation hours)	15%	Thursday, December 17, 9 PM to Blackboard

Assignments Overview Students' grades will be assessed considering the following.		
ESC 433 Assignments		
Assignment	Percentage of Grade	Due Date
7) In-person (Synchronous Meeting) Participation and Attendance (including weekly feedback and microteach)	15%	Ongoing
8) Quizzes, Homework, and Online Postings (including Unit Plan draft materials)	15%	Periodic/Ongoing
9) Purposes of Social Studies Reflection Paper	15%	Thursday, October 1, 6 PM to Blackboard
10) Annotated Resource Library	15%	Thursday, October 29, 6 PM to Blackboard
11) World History Unit Plan	25%	Thursday, November 19, 6 PM to Blackboard and <u>in class</u>
12) Observation Paper	15%	Thursday, December 17, 9 PM to Blackboard
ESC 476 Assignment		
Completion of 25 Field Hours	100%	Thursday, December 17, 9 PM to Blackboard

Formative Assessments (ongoing opportunities for you to *practice*)

Class Participation/Contribution and Weekly Feedback: You will receive full credit for this if you attend class each week, complete your readings and assignments on time, listen actively, participate thoughtfully in discussions and other activities, ask questions

when you have them, and collaborate with your peers. If we have concerns about your participation and contribution, we will let you know as soon as possible; if you have questions or worries about this part of your grade, please let us know.

Additionally, we ask that you let us know (by responding to an online poll) what you're thinking about after each class. Our expectation is that you will write only a couple of lines, although you're welcome to write more if you wish. You may mention: a question that's on your mind; an issue you want to probe more deeply yourself, or that you wished we had probed more deeply in class; an idea you're excited about; a connection you've made between our class and your field site; a frustration you had; something you're confused about; a suggestion; what you wish you had thought of and said in class; something someone said that offended or disturbed you; etc. Please plan to reply to the weekly poll by 9 AM each Friday.

Quizzes, Homework, and Online Postings: There may be either announced or unannounced quizzes based on the weekly readings to check for understanding. There will also be periodic homework assignments, and weekly Blackboard discussion boards/postings, given the hybrid online design of this course.

Annotated Resource Library (ARL): This Unit 2 formative assessment will help you gather and make sense of a wide variety of resources to draw upon for your unit plan. You will receive more information about it in class.

Unit Plan (UP) Drafts: You will have multiple opportunities to present and receive feedback on components of your UP throughout the semester (included in the homework grade). (See below for a description of the UP assignment.) These include a peer critique session, individual meetings with us outside of class, and written feedback on draft pieces submitted according to draft schedule (included with the UP directions).

Summative Assessments (assessed to see how well you have *mastered* material)

Purposes Paper: This assignment serves as the summative assessment for Unit 1. It is also the intellectual praxis—theory-practice connection—backdrop for your UP project (explained below)—itself the summative assessment for the entire course. Your task in this reflection is to answer the Essential Question for Unit 1: “What are history and social studies, and why and how should we teach them?” You must do this through demonstration of how your answer influences your own course design. You will receive more information about this after the first class.

Observation Paper: This paper, reflection on your field hours, will allow you to make connections between our course material and the practices you observed in a local educational context. You will synthesize key takeaway points in this end-of-semester assignment. You will have the opportunity to draw on your observation notes throughout the class as well.

If you have already completed the State-required field hours, you will be provided with an alternative reflection assignment.

Unit Plan (UP): The main goal of this assignment is to help you apply the knowledge and skills you are learning in this course to planning a world history unit plan. Because each of you will choose a topic of interest and a corresponding grade level context, the exact components of this project may vary slightly from person to person. All projects will include: a brief unit plan with overall learning goals, essential questions, daily objectives, and formative and summative assessments; an annotated resource library (the ARL mentioned above) to accompany the unit; and an analytic essay about the integration of theory and practice in your project. This assignment will be distributed and discussed in class.

Grading Policy

Assignments will be given a letter grade based on the scoring guidelines that accompany each assignment (*Graduate students*: A, 93-100; A-, 90-92; B+, 87-89; B, 83-86; B-, 80-82; C+, 77-79; C, 70-76; and F, <70; *Undergraduate students*: A, 93-100; A-, 90-92; B+, 87-89; B, 83-86; B-, 80-82; C+, 77-79; C, 73-76; C-, 70-72; D, 63-69; and F, <63).

Assignments **may not be revised** for resubmission after the due date, therefore it is strongly recommended that students arrange to meet with the professor in advance to receive feedback and additional guidance regarding progress on submissions. There are no extra credit assignments. Any student who stops participating in class or fails to submit a final assignment may earn a “WU” grade.

All assignments are due on the date specified on the calendar of assignments. Assignments will be considered turned in on time if they are submitted according to this schedule and by the means specified.

I cannot guarantee that late assignments will be accepted without advance arrangement or an unforeseen emergency. Therefore, if you anticipate any challenges with deadlines, please speak with me well in advance of the due date or let me know as soon as possible following an emergency.

Graduate students should note the Lehman College graduate grading system, which requires graduate students to earn a C or better to pass the course.

Checking Grade Progress

Students may check their progress using “My Grades” which can be accessed in our course site through the left-side menu.

Please note: After submitting an assignment there may appear a different icon or none at all under My Grades. A green exclamation mark after submitting assignments just means your work has been submitted but not yet graded.

I encourage you to focus on your learning more than on accumulating grade points!

Academic Integrity and Plagiarism Policy

(http://www.lehman.edu/lehman/about/policies_pdf/CUNYAcademicIntegrityPolicy.pdf)

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Plagiarism also consists of passing off as one’s own, segments or the total of another person’s work. Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade.

Attendance Policy

The learning experience for this course is dependent on students’ attendance and participation in each class session. Students are expected to attend all synchronous sessions. Absences from class will impact the student’s grade:

1. Attendance will be taken for each class meeting. If you plan to miss class or did miss class, you need to email us.
2. You are expected to get the notes and a summary of the session from a classmate and view the PowerPoint (if applicable) on Blackboard.
3. In addition to being present, please be on time for class. If you are late, have the courtesy not to disrupt the learning environment. **Repeated late arrivals/early departures will also be factored into the attendance/participation grade.**
4. Life happens, so **everyone has 1 absence that will be excused without issue.** However, you still need to email us if you are going to be absent or as soon as possible thereafter.
5. If you miss more than 2 sessions **without verifiable, legitimate excuses**, your grade can be affected by a deduction of one half-letter grade from your overall attendance grade for each subsequent absence.

Course Reading and Calendar

Required Text

Heyck-Merlin, M. (2012). *The together teacher: Plan ahead, get organized, and save time!* San Francisco: Jossey-Bass. ISBN 13: 978-1118138212 (Also available online for **free** through the Lehman Library.) [Price = \$19.08]

Recommended Text

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). ISBN-13: 978-1-4166-0035-0

Wiggins, G., & McTighe, J. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). ISBN-13: 978-0-87120-855-2

Required Materials

Together Teacher system – a notebook, binder, etc. of your choosing.

Online Course Expectations / Use of Technology and Blackboard

As an online course, we will be using a Blackboard site and video conferencing tools for class activities. Blackboard can be accessed through the Lehman website at <http://www.lehman.edu/logins/>. If you have any questions about your Lehman email address or your password, or if you have any problems accessing the site, please call the computer helpdesk at 718-960-1111.

Our class will meet through the Zoom online conference system. To be successful in the class, you will also need access to a **webcam and microphone**. Basic tools are likely available on your smartphone, if not on your computer. We will adopt the same rules and norms as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone’s benefit, to the extent possible, join the course in a quiet place. Turn on your video whenever possible. Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. Our success as an online class will depend on the same commitment we all bring to the physical classroom.

Calendar**

[RT] = Required Text [BB] = Blackboard

[IP] = Synchronous Class Meeting (Think: “in-person” online) [OL] = Asynchronous Online Activities

CLASS	DATE	TOPIC(S)	ASSIGNMENT(S) DUE
UNIT I: THINKING LIKE A HISTORIAN			
<i>EQ: What are history and social studies, and why and how should we teach them?</i>			
1	8/27 [IP]	<p>Introduction <i>What are the course requirements and expectations? Who is in the class? How will we work together this semester?</i></p> <p><i>What does it mean to be a “together teacher”?</i></p>	<p>Heyck-Merlin, Part 1 [RT]</p> <p>First BB work due</p>

2	9/3 [IP]	<p><u>What Is Social Studies and Why Does It Matter?</u> <i>What are “history” and “social studies,” and how did they come to be defined these ways? How does gaining perspective on these questions influence your understanding of what you will be teaching in the future?</i></p> <p><u>Nuts and Bolts: Introduction to Backwards Design</u> <i>What is “backwards design”? What are some of the features of this approach? How does it differ from “traditional design”?</i></p>	<p>Singer, Ch. 1 [BB]</p> <p>Whelan, Ch. 2 [BB]</p> <p>Wiggins & McTighe, Ch. 1 [BB]</p> <p>Heyck-Merlin, Ch. 2 [RT]</p>
3	9/10 [OL]	<p><u>Nuts and Bolts: Designing Curriculum</u> <i>What is understanding and how can it be accounted for in unit planning? What are characteristics of strong essential questions? What history and social studies goals, content and performance standards, and other objectives have been mandated by local, state, and federal policy makers? How can you use these standards, etc. to plan meaningful instruction?</i></p>	<p>Various materials provided on Blackboard [BB]</p> <p>Wiggins & McTighe, Ch. 3 [BB]</p> <p>Heyck-Merlin, Ch. 3 [RT]</p>
4	9/17 [IP]	<p><u>The Purpose(s) of History and Social Studies Education</u> <i>Why learn history? Why teach history? Who decides these questions and how? How do adults’ and students’ perspectives on these questions differ?</i></p>	<p>Ross, Ch. 1 [BB]</p> <p>Singer, Ch. 2 [BB]</p> <p>Wineburg, Ch. 1 [BB]</p> <p>Ethical Schools Podcast [BB]</p>

			Maxwell, "Historical Thinking Skills: A Second Opinion" [BB]
5	9/24 [OL]	<p>Thinking Like a Historian</p> <p><i>What is distinctive about how historians think, and how does that influence how they both investigate and understand the world? How can, and to what extent should, middle and high school students learn to think, act, and write as historians? How can we apply pedagogical content knowledge in our own planning and teaching?</i></p>	<p>Stoskopf, "Core Concepts of Historical Understanding" [BB]</p> <p>Bain, "'They Thought the World Was Flat?' Applying the Principles of <i>How People Learn</i> in Teaching High School History" [BB]</p> <p>Heyck-Merlin, Ch. 4 [RT]</p> <p>UP Intro and Stage 1 info due</p>
<p>UNIT II: CHALLENGING HISTORY</p> <p><i>EQ: How do we, and why should we, look and teach beyond the "history" defined by experts in the form of textbooks, pacing guides, state frameworks and national standards, and even our own syllabi and considered judgment? How and why does being a good teacher of history require teaching more than history?</i></p>			
6	10/01 [IP]	<p>Nuts and Bolts: Assessment</p> <p><i>What kinds of assessments are there, and what purposes does/can each serve? How can we create good assessments ourselves? How can teachers collect, analyze, and use qualitative and quantitative data from assessments to shape/revise their instruction? How do policy makers' and others' uses of standardized assessment data impact teacher practice and student learning?</i></p>	<p>Various materials, including examples provided on Blackboard [BB]</p> <p>Heyck-Merlin, Ch. 5 [RT]</p>

			*Purposes Paper due to BB by 6 PM and in class
7	10/08 [OL]	<u>Controversial Issues and Ethnocentrism</u> <i>How might traditional curricular materials promote European ethnocentrism? How can teachers address this? What are strategies for engaging students in “controversial” issues productively?</i>	Singer, Chs. 3 and 4 [BB] Choice readings Heyck-Merlin, Ch. 6 [RT]
8	10/15 [IP]	<u>Nuts and Bolts: Theme-Based Curriculum and Inquiry Design</u> <i>What does a theme-based global history curriculum entail? What does a unit employing the inquiry design model entail? What materials including textbooks and beyond might be a resource for such a curriculum? What are the goals of theme-based curriculum?</i>	Heyck-Merlin, Ch. 7 [RT] Singer, Chs. 5 and 6 [BB] Summative assessment due
9	10/22 [OL]	<u>The Hidden Curriculum of History</u> <i>What is the “grand narrative of Western civilization”? What are ways teachers might expand the perspectives engaged in class?</i> <u>Marginalized Voices</u> <i>Who and what gets left out of the traditional history curriculum? How and why should teachers address this?</i>	Freire, Ch. 2 [BB] Choice reading [BB] Heyck-Merlin, Ch. 8 [RT] Formative assessments due
10	10/29 [IP]	<u>Nuts and Bolts: Classroom Management</u> <i>What does “classroom management” encompass, and how can a classroom management system be put into place to foster learning as opposed to distract from it? What are different successful approaches to classroom organization, procedures, and discipline that teachers have used? How do these various approaches reflect or define teachers’ values and beliefs? What useful</i>	Choice readings [BB] *Annotated Resource Library due by 6 PM to BB

		<i>“tricks of the trade” can we learn from experienced teachers?</i>	
UNIT III: TEACHING HISTORY			
<i>EQ: How can we effectively design and instruct history units and lessons, incorporating our own histories and those of our students and communities?</i>			
11	11/05 [OL]	<u>Nuts and Bolts: Planning Workshop</u> <i>What does planning for student learning entail? What are key features of effective plans? How do educators design such plans?</i>	Wiggins & McTighe, Chs. 9 and 11 [RT] Heyck-Merlin, Ch. 9 [RT] Curriculum Calendar with Objectives due
12	11/12 [IP]	<u>Microteach, Day 1</u> <u>Content Area Literacy</u> <i>How can secondary social studies teachers develop students’ literacy skills to support content area learning?</i>	Choice readings [BB] Heyck-Merlin, Ch. 10 [RT]
13	11/19 [IP]	<u>Microteach, Day 2</u> <u>Unit Plan Workshop, Day 1</u>	Heyck-Merlin, Ch. 11 [RT] *Global History and Geography Unit Plan due in class and via BB by 6 PM
NO LEHMAN CLASSES MEETING 11/26 – THANKSGIVING HOLIDAY			
14	12/03 [IP]	<u>Microteach, Day 3</u> <u>Unit Plan Workshop, Day 2</u>	Heyck-Merlin, Ch. 12 and Conclusion [RT]
NO CLASS ACTIVITY 12/10 – READING DAY			
15	12/17 [OL]	<u>Final Exam Activity</u>	*Field Observation Paper and hours due by 9 PM to BB

****Reading schedule is subject to change with advance notice.**



Additional Resources and Info

Online Class Organization

We will use the **Announcements** area to welcome students at the beginning of the course, to update class members, or to provide brief comments on class progress. New announcements will also be automatically emailed to students at the email address associated with Blackboard.

Questions about course procedures and requirements can be posted at any time in the designated **Class Q&A Forum**.

The **Start Here / Course Info** and **Syllabus** areas contain the syllabus and instructor contact information, as well as steps you can take to ensure your technology is ready for our fully online course.

The **Week-by-Week** area contains original topical content for this course. Discussion forums, when incorporated in class, are also located in the appropriate weekly folder.

The **Summative Assessments** area is where you will find details for the summative assignments for the course and where you will also submit work if indicated. (Formative assessments are located in the respective weekly folders.)

Students should complete the relevant readings and discussion participation prior to submitting assignments. The assignments are listed only in brief on the schedule.

Before undertaking an assignment, consult the Summative Assessments and Modules areas and follow instructions for each assignment provided there.

Additional Resources and Background Information

Computer Center Helpdesk – 718-960-1111
Student Disability Services – 718-960-8441
Instructional Support Services – 718-960-8175
Counseling Center – 718-960-8761

Undergraduate Advisement Link:

<http://www.lehman.edu/academics/education/undergraduate-mhse/advisement.php>

Commitment to Inclusion and Accommodating Disabilities

The technical jargon: Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

Beyond the jargon: If you need an accommodation, please let us know and we'll try make it happen. It is never too late to request accommodations—our bodies and circumstances are continuously changing—in ways that may or may not be apparent/visible to others. In such cases, we will encourage you to make use of formal accessibility services on campus; however, we will not ask you to disclose personal medical information. Finally, if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to raise your ideas with us.

The Academic Center for Excellence (ACE)

The Academic Center for Excellence (ACE) is one of the tutoring centers on campus. The ACE provides appointment based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

NYS and National Content Standards Addressed

NYS Social Studies Standard 2: World History

Students use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

National Council for the Social Studies Content Standards (Hyperlinked to Descriptions; <http://www.socialstudies.org/standards/strands>)

1. [CULTURE](#)
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](#)

LUTE: Lehman Urban Transformative Education

Four themes guide our work as teacher, school counselors, and educational leaders and shape our interactions with liberal arts colleagues and school- and community-based partners. These themes are interrelated and reinforce our efforts to serve as catalysts for leading urban transformative education. They are evident in program design, curriculum, instruction and assessment, and they bolster the knowledge, skills, dispositions, and practices that we expect Lehman College School of Education graduates to demonstrate once they complete their studies.

Theme 1: Community of Teachers and Learners

This theme suggests that an inquiry approach to education supports the development of educational communities, guides instructional decision-making, and shapes approaches to teacher, counselor, and school development. Within communities shaped by inquiry, experiences, both physical and virtual, are primary bases for learning and the development of programs and pedagogy. As such, learners' questions and curiosities are pursued and help to shape curriculum.

Theme 2: Education for Social Action

This theme underlines the idea that teacher and counselor education is a movement for social change. This theme requires teacher and counselor education programs to provide opportunities for candidates and faculty to continually reflect on the mission of public education and their role as agents for change.

Theme 3: Developing Human Capacity

This working theme is grounded in respect for difference and caring for people, and in beliefs that all human beings are capable of learning and nurturing. Basic to it are expansive views of provisioning for all students, of teachers as teacher educators and as responsible users of technology, and of the liberal arts. The theme supports a programmatic emphasis on high intellectual and emotional expectations and the richness of pluralism in the student body. It suggests a programmatic flexibility that acknowledges what students bring to and need for their education, and requires a broad repertoire of pedagogical approaches and content emphases. We believe aesthetic education and visual and performing arts should be an integral part of all education.

Theme 4: Sociocultural Context

As we live and work in a diverse and changing landscape of multiple ethnicities, languages, and economic circumstances, teacher and counselor education must be

derived from and responsive to this landscape. This theme recognizes the importance of family and community as educational contexts, as knowledge bases for schools, and as rich sources for inquiry. It also acknowledges the importance of people's cultural histories and the need to address such issues as class, race, gender, sexual orientation, and religion.

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