

COURSE OUTLINE

**Social Science 101  
Urban Education in America**

**I. Catalog Statement**

Social Science 101 is designed to provide students with fundamental understanding of the American system of education, especially in urban multi-cultural schools. It deals with the sociology, politics and philosophy of urban education. The course covers current conditions of American schools and selected challenges of California's diverse urban schools. The focus is on the issues facing teachers working in diverse, multi-racial, multi-ethnic urban settings and on the efforts being made to respond to the needs of urban students.

Total Lecture Units: 3.0

**Total Course Units: 3.0**

Total Lecture Hours: 48.0

**Total Faculty Contact Hours: 48.0**

Recommended Preparation: Eligibility for English 101

Note: This course requires all students to complete a minimum of 20 hours of verified field observation in an urban school setting.

**II. Course Entry Expectations**

Skills Level Ranges: Reading 6; Writing 6; Listening/Speaking 6; Math 2.

Prior to enrolling in this course, the student should be able to:

1. read at the 12<sup>th</sup> grade level;
2. write an organized and grammatically correct essay which focuses on a central idea and employs specific details; complete a library research paper with limited assistance;
3. take good lecture notes; follow complex oral directions; make individual or group oral presentation;
4. add, subtract, multiply, and divide using whole numbers, fractions and decimals, convert fractions to decimals to percentages.

**III. Course Exit Standards**

Upon successful completion of the required coursework, students will be able to:

1. explain the philosophy of American education, especially as it relates to the role of education and schooling in a democratic, multi-cultural society;
2. evaluate the impacts of demographic, political, economic and cultural change on urban schools, students, teachers and parents;

3. reflect on ways schools reflect and influence class, race, and gender inequality;
4. analyze the roles and responsibilities of teachers in a diverse urban school setting to develop culturally responsive approaches to teaching;
5. summarize the effects of mandated school reform policies on teachers and students;
6. use knowledge of educational philosophy, sociology, and politics of education to understand the nature and role of education and schooling in a democratic, multi-cultural society.

<b>IV.</b>	<b><u>Course Content</u></b>	<b>Total Faculty Contact Hours = 48 Hours</b>
	A. American Education:	6 hours
	1. Philosophy: the role of education and schooling in a democratic, multi-cultural society	
	2. Roles of federal, state, and local government in public education and the impact of major legislation (including issues related to testing, standards, teacher certification, and funding for special needs)	
	B. Education in California	4 hours
	1. Demographics of student populations	
	2. Relationship between the needs of urban schools and the process of funding and staffing	
	C. Education in Urban Schools	10 hours
	1. Socio-economic and ethnic diversity	
	2. Linguistic challenges	
	3. Challenges of mainstreaming	
	4. Role of parents	
	5. Relations between schools and communities	
	D. Equity in Education	12 hours
	1. Racial, social class, and gender inequality	
	2. Affirmative action and diversity	
	3. Challenges of stereotypes	
	4. Role models	
	5. At-risk students	
	6. Student reflection on related personal beliefs, attitudes, and values	
	E. Theories of Teaching and Learning	4 hours
	1. Culturally responsive instructional interventions	
	2. Key instructional strategies and interventions for multi-racial and multi-cultural student populations	
	F. Educational Observation	4 hours
	1. Elements of observation	
	2. Legal issues of observation	
	G. Accountability in California's Urban Settings	4 hours

1. Challenges of testing
2. Exit exams

H. Ethics of the Teaching Profession

4 hours

1. Legal implications
2. Working conditions in urban settings: implications of poverty, diversity and culture

V. **Methods of Presentation**

The following instructional methodologies may be used in this course:

1. lecture;
2. discussion;
3. small group projects;
4. classroom observations;
5. guest speakers.

VI. **Out of Class Assignments**

The following out of class assignments may be used in this course:

1. research paper;
2. journals;
3. classroom observation (e.g. For the observation component of the course, GCC will coordinate with Glendale Unified School District and Los Angeles Unified School District to provide appropriate observation sites and will maintain field observation contracts with local schools/school districts. Students must utilize required documentation forms for their observation hours and are responsible for getting appropriate signatures from their observation sites. Field observations will be related to demographics, school and classroom setting, teacher-student interaction, and student-student interaction. Field observation will be fully integrated into course and related to each unit of study. A reflection paper or papers will be required).

VII. **Methods of Evaluation**

The following methods of evaluation may be used in this course:

1. written papers;
2. oral reports;
3. midterms;
4. journals;
5. group projects;
6. final examination.

VIII. **Textbook(s)**

Webb, D., Metha, etal., *Foundations of American Education*, 7<sup>th</sup> edition.

New York: Prentice Hall, 2010. Print or electronic.

13<sup>th</sup> Grade Textbook Reading Level. ISBN: 978-0132626125

Ravitch, Diane. *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*. New York: Basic Books, 2011. Print. 13<sup>th</sup> Grade Reading Level. ISBN: 978-0465025572

Smarick, Andy. *The Urban School System of the Future: Applying the Principles and Lessons of Chartering*. Lanham: Rowman and Littlefield Education, 2012. Print. 13<sup>th</sup> Grade Reading Level. ISBN: 978-1607094777

## **IX. Student Learning Outcomes**

Upon successful completion of the required coursework, the student will be able to:

1. students will be able to explain the philosophy of American education, especially as it relates to the role of education and schooling in a democratic, multi-cultural society;
2. students will be able to evaluate the impacts of demographic, political, economic and cultural change on urban schools, students, teachers and parents;
3. students will be able to reflect on ways schools reflect and influence class, race, and gender inequality;
4. students will be able to analyze the roles and responsibilities of teachers in a diverse urban school setting to develop culturally responsive approaches to teaching;
5. students will be able to summarize the effects of mandated school reform policies on teachers and students;
6. students will be able to use knowledge of educational philosophy, sociology, and politics of education to understand the nature and role of education and schooling in a democratic, multi-cultural society.