

**Campbellsville University**

**Social Sciences Division**

**SSE 544**

**TEACHING SOCIAL STUDIES IN MIDDLE AND SECONDARY SCHOOLS**

**Fall 2015**

**Instructor: Dr. Wendy Davis**

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**OFFICE HOURS: MWF – 12:00-2:00 T/TH -8:00-9:00 11:00-12:00**

**Conceptual Framework of Teacher Education:**

**THEME: “EMPOWERMENT FOR LEARNING”**

**Empowerment processes:**

**Content, process and self-efficacy**

**Model:**

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**Mission*:*** *Campbellsville University’s School of Education, in keeping with the spirit of Campbellsville University, seeks to prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society.*

**Course Description:** This course is divided into four parts. Part one presents the problem of teaching method (that is, how to select the most suitable strategy and tactics in view of the educational situation) and some of the variables that contribute to that problem. Part two is concerned with how to carry out various general strategies and techniques. Part three makes specific suggestions for organizing and teaching courses in the various disciplines. Part four teaches where to find and how to utilize various materials and tools of instruction. There are 20 field hours required for this course.

**Text: none; other resources required.**

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| **ALIGNMENT OF COURSE OBJECTIVES/ ASSIGNMENTS**  |  |  |
|  | **Specific Course** **Objectives/** **Performance** **Assessments** | **NCSS/****KTS/Domains/****InTASC/****KAS** | **EPSB** **Themes** | **Conceptual****Framework** | **ILA Content****Standards/****AMLE Standards** |
| **1.**  | Demonstrate knowledge of the content: exam/ quizzes |  NCSS 1A, B KTS 1-10Domains 1-5InTASC 1-10 \*Candidates will use the KAS social studies standards for instruction.  | Diversity, Assessment, Literacy Education, Closing the Achievement Gap | Theme:C, P, SEModel: All Components | ILA 2.1-2.3;3.1-3.4;AMLE 2, 3, 4 |
| **2.**  | Utilize content pedagogy to plan lessons and units   |  NCSS II. 6 KTS 3, 4Domain 2InTASC 3 |  Diversity,  Assessment | Theme: C, P, SEModel: 1, 2, 3, 5, 6, 8 | ILA 4.1-4.3;5.1-5.4AMLE 2, 4 |
| **3.**  | Implement instruction through video teach |  NCSS II. 1-10 KTS 4, 5 Domains 1, 3, 4InTASC 6 | Diversity,Assessment,Closing the Achievement Gap | Theme: C, P, SEModel: 1, 2, 3, 4, 5, 6, 8 | ILA 3.1-3.4AMLE 1, 2, 3, 4 |
| **4.** | Apply knowledge of content and content pedagogy during field experiences | NCSS I A & B;NCSS II. 1-10 KTS1, 2, 4, 5, 6, 7Domains 1-3InTASC 8, 9 |  Diversity, Assessment, Closing the Achievement Gap |  Theme: C, P, SEModel: 1, 2, 3, 4, 5, 6, 8 |  ILA 2.1-2.3 AMLE 1 - 5 |
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| **5.** | Exhibit professional behaviors, ethics and values: PPDs | NCSS II. 10KTS 7, 9Domain 4InTASC 9 | DiversityAssessment | Theme: C, P, SEModel: 1, 2, 6, 7, 8 | ILA 6.1-6.4AMLE 5 |

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| **Conceptual Framework** **Empowerment Theme: C**ontent**, P**rocess**, S**elf**-E**fficacy **Model**: **1**-Student Learning; **2**-Learning Theory; **3**-Pedagogy; **4**-Technology; **5**-Assessment;  **6**-Diversity; **7**-Partnerships/Learning Community; **8**-Knowledge, Skills, **NCSS Standards** **1 A. Thematic Standards**1. Culture and Cultural Diversity
2. Time, Continuity and Change
3. People, Places and Environments
4. Individual Development and Identity
5. Individuals, Groups & Institutions
6. Power, Authority and Governance
7. Production, Distribution and Consumption
8. Science, Technology and Society
9. Global Connections
10. Civic Ideals and Practices

 **B. Disciplinary Standards** 1. History; 2. Geography; 3. Civics and Government; 4. Economics; 5. Psychology **II. Pedagogical Standards**1. Learning & Development
2. Differences in Learning Styles
3. Critical Thinking, Problem Solving and Performance Skills
4. Active Learning and Motivation
5. Inquiry, Collaboration and Supportive Classroom Interaction
6. Planning Instruction
7. Assessment
8. Reflection and
9. Professional Growth
10. Professional Leadership

**EPSB Themes** **D**iversity, **A**ssessment, **L**iteracy **E**ducation, Closing the Achievement **G**ap**Diversity Proficiencies** 1.2 Connects content to life experiences of student 2.2 Uses contextual data to design instruction relevant to students 2.4 Plans instructional strategies and activities that address learning objectives for all students. 3.3 Values and supports student diversity and addresses individual needs. 4.2 Implements instruction based on diverse student needs and assessment data. 5.4 Describes, analyzes and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups. 6.3 Integrates student use of available technology into instruction to enhance  learning outcomes and meet diverse student needs.* 1. Identifies students whose learning could be enhanced by collaboration.

**Association of Middle Level Education (AMLE)**Principle A The Learner and Learning: Standard 1: Young Adolescent DevelopmentPrinciple B Middle Level Curriculum: Standard 2: Middle Level Curriculum Standard 3: Middle Level Philosophy and School OrganizationPrinciple C Middle Level Instructional Practice: Standard 4: Middle Level Instruction and AssessmentPrinciple D Professional Responsibilities: Standard 5 Middle Level Professional Roles |
| **KY Curricular Standards** * **Link to KCAS Standards:** <http://education.ky.gov/curriculum/docs/pages/kentucky-core-academic-standards---new.aspx>
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**COURSE REQUIREMENTS:**

***NOTE: All assignments are the same for the traditional candidates and the Option 6 candidates except field hour assignments.***

**1. Pre-Professional Development Experiences**

Three (3) hours of PPD are required for this course. These PPD hours should be relevant to Social Studies content or teaching techniques. If in doubt, check with instructor. Watch for PPD Schedule to be posted on the CU School of Education Website and in Carter Hall on 2nd floor bulletin board. Class members will also have an opportunity to attend a conference by the Kentucky Council for the Social Studies that will fulfill the PPD requirements. This will be discussed in class. A one-page reflection is required for each PPD. The reflection is to be word processed and attached to the back of the PPD voucher. PPD vouchers and reflections are due.

**2. Field Experience**

1. TWENTY (20) hours of field experience are required for this course. Field experience will consist of observation/participation in a social studies classroom at the appropriate grade level for your certification (Middle or Secondary). Special attention is to be paid to the teaching techniques used in the classroom and student response to those techniques. The reflection is to be word processed and attached to the Field Experiences voucher. It should include a careful description of the teaching methods used in the observed classroom, a reflection on the effectiveness of those methods as observed in the classroom, and recommendations for improvement of the methods or suggestions for more effective techniques to present the content. The instructor will assist in the placement of students in a classroom upon request. Field hours tied to specific assignments, key assessments, and School of Education Field Experience Forms are required of both the traditional and Option 6 candidates, Field Experience forms must be submitted to the course professor and the School of Education.

**3. Unit**

The student will prepare a unit of study appropriate to his/her certification level. The candidate will collaborate with a middle grades or high school social studies teacher and professor to select a topic and develop the unit, which must contain:

1. National standards appropriate to content
2. Kentucky Academic Skills for Educators (KAS): The lessons must incorporate the KAS for ELS reading and writing, plus any English specific content standards.
3. Essential questions
4. Goals and objectives

Six (6) complete ORIGINAL lesson plans following Campbellsville University School of Education Guidelines, using the Sources of Evidence templates for units/lessons (with worksheets, etc.)

1. A vocabulary list pertinent to unit of study
2. Two (2) samples of formative assessments (with answer guides)
3. A list of resources (videos, web-sites, etc.)
4. A question bank for a summative assessment
5. An open response question and rubric

**4. Video Teach**

 Each student will be required to teach three full lessons at a school of their choice at the middle grades or high school level. The lessons MUST be video-taped and turned in to the instructor by the date assigned.

**Assessments**

Formative assessments will be made on all assignments as they are turned in. The teacher may elect to give quizzes on covered content or assignments at any time. The summative assessment will be based largely on the quality of the teaching strategies notebook which should demonstrate a thorough understanding of the teaching techniques taught in the class.

**Grade**

A = 760-684 points

B = 683-608 points

C = 607-532 points

D = 531-456 points

PPD (3 @ 20 pts. each) 60 points

Field Experiences (20hrs. @ 5 pts. each) 100 points

Video teach (3)@ 100 points each 300 points

Unit 200 points

Final Exam 100 points

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 760 points

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**Assignments**

**All submitted paperwork is to be original AND typed.** This includes any assessments. All assignments are due on designated dates. Assignments turned in one week late will receive half credit. After one week, assignments will not be accepted and a grade of zero will be given for that work.

**Attendance** is important. Three points will be deducted from your overall participation grade for each absence. Three tardies will count as an absence. Excused absences may be granted for death, illness, etc. at the discretion of the instructor, and must be requested in writing by the student.

**Technology**

The student’s assignments, lesson plans, and demonstrations of teaching techniques will demonstrate a proficient use of technology in the classroom.

**Special Requirements**

If you have any condition that requires special assistance or accommodations please inform me as soon as possible.

*Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.*

**TIPS FOR SUCCESSFUL COURSE COMPLETION**

* Keep a calendar for assignments
* Budget your available time to complete the assignment
* Prioritize your responsibilities and activities
* Review course syllabus frequently
* Preview all parts of an assignment before beginning

**Plagiarism and Cheating Policy**

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

***“Empowerment for Learning”***

 Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog, p. 39.)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

Important numbers: In case of class emergency call:

 (270)-403-3611 Security cell phone

**TITLE IX STATEMENT**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University’s Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email-twvanmeter@campbellsville.edu

**REFERENCES**

Beal, Candy M. & Bolick, Cheryl, (2012). Teaching Social Studies in Middle and Secondary Schools, 6th Ed., Pearson.

Chapin, June R. (2010). A Practical Guide to Middle and Secondary Social Studies, 3rd Ed. Pearson.

Davis, R. Casey (2014). Social Studies Comes Alive: Engaging, Effective Strategies for the Social Studies Classroom. Prufrock Press.

Evans, Ronald W. & Saxe, David W. (2007). Handbook on Teaching Social Issues: NCSS Bulletin No. 93. Information Age Publishing.

Larson. Bruce E. & Keiper, Timothy (2011). [Instructional Strategies for Middle and Secondary Social Studies: Methods, Assessment, and Classroom Management](http://www.amazon.com/Instructional-Strategies-Middle-Secondary-Studies/dp/0415877067/ref%3Dpd_cp_14_2?ie=UTF8&refRID=1FRQ7KRG09YPX4TX79ZK), 1st Ed. Routledge.

Loewen, James, W. (2009) Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History (Multicultural Education Series) Multicultural Education Series Edition. Teachers College Press.

Ogle, Donna, Klemp, Ron & McBride, Bill (2007) Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking, Pearson.

Zevin, Jack (2007) Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools, 3rd Ed. Routledge.

DUE DATES:

Video Lessons:

Sept. 28

Oct. 26

Nov. 30

DAYS OFF: (When we do not have class, I expect you to be in the schools)

September 21

October 12 & 14

November 9

LESSONS 1-3 (rough draft) due

October 19

LESSONS 4-6 (rough draft) due

November 16

UNIT DUE

DECEMBER 2

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| **CALENDAR** **\*Praxis review is always on Friday** | **DUE DATES** |
| Week 1 –Introduction   |  |
| Week 2 – Perspectives on Teaching Social Studies | Teacher Profile due Sept 5 |
| Week 3 – Planning, Organizing, and Creating the Unit Praxis review | SE Unit Framework due Sept. 12 |
| Week 4 - Planning, Organizing, and Creating the Unit Praxis review | “I Will Statements” due Sept. 19 |
| Week 5 – Resources: printed Praxis Review | SE Unit Assessment Plan AND Unit Designing Instructional Strategies and Activities due Sept. 26 |
| Week 6 – Resources: electronic | E-bib due Oct. 3 |
| Week 7 – Peer teach | Concept map due Oct. 10 |
| Week 8 – Peer teach/Fall Break |  |
| Week 9 – Critical Thinking Praxis Review | Lesson 1 due – October 24 |
| Week 10 – Strategies and Methods Praxis Review | Video presentation due October 29 |
| Week 11 – Strategies and Methods Praxis Review | Lessons 2 and 3 due November 7 |
| Week 12 – Community/Collaborative Praxis Review | Lessons 5 & 6 due Nov. 14TEACHING VIDEOS DUE: NOV. 14 |
| Week 13 – Teaching Methods | Teaching Strategy notebook due Nov. 21 |
| Week 14 – Teaching Methods | UNITS DUE – Due Nov. 24 |
| Week 15 – Teaching Methods | ALL PPDs and Observations due by Dec. 5 |
| Week 16 – Final Exam |  |
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