

**SCST 390/590**  
**Principles of Teaching Social Studies I**  
CRN 11612 (390) and 12664 (590)  
Fall 2016

|   |                                    |
|---|------------------------------------|
| <i>Instructor: Dr. Margaret Wilson Gillikin</i> | <i>Class Location: Withers 119</i> |
| <i>Office: 108 Bancroft</i>                     | <i>Class Time: MW 3:30-4:45</i>    |
| <i>Phone: 803.323.3123</i>                      | <i>Office Hours: T 1-2:30</i>      |
|   | <i>W 1-2:30</i>                    |

*\*\* I supervise interns placed in public school classrooms; therefore, my schedule changes week to week. I am happy to meet students at times other than my office hours. Please email to set up an appointment at an alternate time.*

*The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world.*

-National Council of Social Studies.

**Catalog Description:** Exploration and application of strategies related to planning, instruction, content reading, and content literacy in the social studies classroom. Emphasis will be placed on applying knowledge from content courses to design lessons associated with state and national standards. Special attention will be placed on content from the areas of Culture, History, Geography, Psychology, and Sociology. Notes: Offered in the fall only. Specifically designed for students planning to pursue social studies certification through an undergraduate program or Winthrop's MAT programs. This is the first in a series of two teaching methods courses.

Course Resources:

- Available in Bookstore or online thru the Dacus Library (students are not required to purchase this book)
  - Wiggins, Grant and Jay McTighe. *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: ASCD, 2011.
- Documents and web links posted in Blackboard
- LiveText account

**Course Goals:**

1. To familiarize students with the underlying theories that guide social studies education
2. To provide students with opportunities to formulate their own theory of social studies education
3. To give students the opportunity to practice writing and delivering social studies lessons
4. To acquaint students with national and state standards established for social studies courses
5. To explore ways to engage students in civic engagement in social studies classes

**University-Level Competencies (ULCs)** – Teachers are called upon to exemplify all of the University-Level Competencies in their daily work. Through our discussions of both pedagogy and social studies content areas in this class, students will explore how each of these competencies is necessary for effective work in a public school classroom.

Competency 1: Winthrop graduates think critically and solve problems.

Competency 2: Winthrop graduates are personally and socially responsible.

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.

Competency 4: Winthrop graduates communicate effectively.

**Professional Memberships:** Since no book is required for this class, students are **strongly encouraged** the National Council of Social Studies. Student membership is \$43 and includes subscriptions your choice of *Social Education* or *Social Studies and the Young Learner* plus *The Social Studies Professional* newsletter. You will also have access to online publications such as *Middle Level Learning* and *U. S. History Collection*.

**Professional Conference:** Winthrop's Social Studies Education Program will take a group of students to the annual South Carolina Council for the Social Studies conference this year in Columbia, South Carolina. The majority of the events are scheduled for Friday, October 7, so we will make this a day trip. Details are found at <http://www.sccss.org/event-2240027>. Registration is \$50 for university students and this includes a year membership to the SCCSS. Please clear your schedule for this date!

**Student Learner Outcomes:**

1. Define and defend the foundational underpinning of social studies by developing a personal rationale for teaching social studies.
2. Identify the importance of inquiry-based learning and develop one comprehensive lesson segment (4 lessons) following the C3 Framework for Social Studies Standards.
3. Use current South Carolina State standards for social studies planning and teaching
4. Effectively write lesson plans.
5. Demonstrate the ability to plan and deliver effective lessons.
6. Demonstrate the ability to successfully assess the effectiveness of student learning.
7. Demonstrate the ability to include content reading strategies in social studies.

8. Demonstrate the ability to plan and implement instruction.
9. Use the concepts of differentiation to alter lesson plans.

### **Class Policies and Procedures**

**Expectations:** Students are expected to come to class prepared to discuss the assigned readings and related topics. This means carefully reading all assigned materials and bringing copies of those readings to class. Due to the number on online reading assignments, students will need to bring a laptop or a tablet to class each day; however, the presence of electronic devices should not pull students from active involvement. The professor will on occasion request that they be put away. Students may not rely on phones to access documents in class!

**Attendance:** Pre-service teachers are regarded as professionals and their attendance in this class should reflect that reality. SCST 390/590 is a class in which student interaction is essential. Your perceptions, experiences and ideas are important to the learning environment. Attendance in this course should be regarded as you would attendance at a job. Professionals arrive on time and communicate with their supervisors if they must miss work. If you must miss this class, you are expected to email the professor prior to the beginning of class. Absences in excess of two may result in the final grade being lowered one letter grade. Much of our work in this class will be as a group, and this is made difficult for everyone if someone is missing. An absence regardless of the reason does not relieve you of the responsibility to get an assignment in on the due date. You are also responsible for information and assignments presented during an absence.

**Tardy/Leaving Class:** Again, pre-service teachers are regarded as professionals and are expected to be on time and remain the entire class period. Two tardies /early departures will be counted as one absence.

**Late Assignments: All assignments must be submitted in order to receive credit for the course.** Assignments are to be turned in before the class begins. Assignments must be submitted in the manner stated on the syllabus. This means that some will be electronic through Blackboard or through LiveText and others will be submitted in paper form. Assignments submitted in a way different from the designated manner will be considered late. **Late assignments may be penalized 10 % of the point value for each day (24 hour period) late or fraction thereof.** Deadlines may be extended for students with adequate cause (to be determined by the instructor); examples of “adequate cause” include illness and death in the family. Students who are absent from class and require extensions should communicate with the instructor as soon as possible.

Failure to take a test at the assigned time/date may result in a zero for that test.

**Teacher Candidate Behavior and In-Class Behavior:** Students are expected to exhibit behavior reflective of an emerging educational leader. This includes actively participating in class discussions/activities and exhibiting respect for fellow learners. Therefore, all persons will refrain from eating or drinking in class or talking while others are talking. As

a sign of respect for all members of our learning community, please be sure that all **cell phones are in the off position and stored** during class. Students are often expected to have laptops or tablets in class in order to access essential documents and websites. Professional use of these devices is expected. The professor will at times require these devices to be closed or put away as they can interfere with open class discussion. Work for other classes is never acceptable while class is occurring. The instructor of this course wishes to establish an atmosphere of trust and respect in order for all persons to feel comfortable expressing diverse opinions or asking questions. Students are also expected to assist with the creation of such an atmosphere.

**Dispositions:** Dispositions are defined by the National Council for Accreditation of Teacher Education (NCATE) as

“the values, commitments, and professional ethics that influence behavior toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.”

The growth of a teacher candidate includes the areas of dispositions as well as their ability to plan and deliver a lesson. Our responsibility as faculty is to insure that our teacher candidates conduct themselves professionally in all areas. Should a teacher candidate demonstrate inappropriate behaviors we are obligated to document and discuss our concerns with the individual. For more information please see <http://www.winthrop.edu/uploadedFiles/coe/UnitStandardsJuly2012IndividualPages.pdf>

**Academic Dishonesty:** Cheating, plagiarism, or any other form of academic dishonesty will result in your receiving an ‘F’ in this course. For examples of infractions of academic discipline, please consult the *Undergraduate Bulletin*. Some instances of academic misconduct include providing or receiving unauthorized assistance in academic work, using the same work for two or more courses, and presenting someone else’s work as your own.

**Live Text:** The Richard W. Riley College of Education requires students to sign up for access to LiveText. This is an online management tool that will strongly reinforce your learning experience. During your program at Winthrop, you will have the opportunity to use Livetext in a variety of ways that will benefit you. Once you have signed into the program, it is available to you for the next five years. While Livetext can be used for peer reviewing and instructor review and evaluation, you manage who may visit and view specific work, thus maintaining control over your own work and keeping your portfolio confidential. You can download public presentations, musical performances, auditions, lesson plans, unit plans, portfolios and so forth which may later be shared with prospective graduate schools or employers. Livetext, therefore, serves not only as a learning tool but also as a repository that allows you to collect your work, to evaluate it for particular audiences, and to reflect on what has been learned from that work. You will need to purchase your LiveText account at the Bookstore.

**Students with Disabilities/Need of Accommodations for Access:** Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility at 803-323-3290, or, [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu). Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

**The Office of Victims Assistance:** The Office of Victims Assistance (OVA) provides services to survivors of sexual assault, intimate partner violence, and stalking as well as educational programming to prevent these crimes from occurring. The staff assists all survivors, regardless of when they were victimized in obtaining counseling, medical care, housing options, legal prosecution, and more. In addition, the OVA helps students' access support services for academic problems resulting from victimization. The OVA is located in 204 Crawford and can be reached at (803) 323-2206. In the case of an after-hours emergency, please call Campus Police at (803)323-3333, or the local rape crisis center, Safe Passage, at their 24-hour hot-line, (803)329-2800.

## REQUIREMENTS OF SCST 390/590

### Field Experience (25%)

Students in SCST 390 will spend at least 10 hours in a public school social studies classroom this semester. You may use your placement for EDCO 305 and work hours for this course in addition to those required for EDCO 305. During this time, you will complete the following assignments:

1. Observe the host teacher as he/she leads class paying particular attention to
  - a. the flow of the class and how the teacher keeps the students engaged
  - b. the ways the teacher attempts to connect the material to prior knowledge or real-life experiences of the students
  - c. the kinds of material that seem to cause the most difficulty for the students.

\*\*\*These observations will be submitted as a 3 to 4 page paper. (*Rubric for Classroom Observations*)

2. Coordinate with the host teacher so that you will have an opportunity to work one-on-one with another student and an opportunity to work with a small group of students.
3. Video taped lesson and reflection: You will video tape a 20 minute lesson that follows the inquiry method (C3 Framework). This lesson along with your lesson plan and commentary about the lesson and video will be submitted to LiveText as three separate files. (*Directions for Video Lesson 390/590*)
4. Your host teacher for your field experience will complete an evaluation of your performance, and the expectation is that this will be satisfactory.

## **Assignments (65%)**

**Lesson Segment (35%)** – As a group the class will develop a lesson segment including multiple 10-minute lessons. Work on this will occur over the course of the semester. The number of lessons will be determined by the number of students enrolled in SCST 390/590. The content area and topic will be determined by the class but should be an area of social studies other than history. As a group you will develop the overall concept of the lesson segment, but each person will be responsible for writing his/her individual lesson. Each lesson will be taught by the student who wrote it and will be evaluated according to the content of the lesson plan and the quality of the teaching. The lesson plan and commentary are worth 50% of the grade while evaluations from the other students (20%) and the instructor (30%) contribute the remainder of the grade. Detailed instructions will be distributed in class and class time will be allowed for group planning. ***(Group-Constructed Lesson Segment SCST 390/590)***

**Service Learning Project** – Service learning is an excellent way to involve your social studies students in projects that help the community and assist your students in taking responsibility for the world in which they live. Dimension 4 of the C3 Framework for Social Studies Education calls for students to take informed action based on what they have learned in their social studies class. In SCST 390/590 we will plan and execute such a project with the assistance of the Center for Career and Civic Engagement. Grades for this project will come in two ways:

- (1) A blog that will require four postings and will be graded according to a rubric (15%)
- (2) An overall assessment of each student's participation and contributions to the project and will be graded according to a rubric. (10%)

**Reading Log (10%)** - You will respond to three questions concerning your reading each week. You must refer to readings from both halves of the class. You will have to cite your readings. Scoring will be as follows:

|                         |   |
|-------------------------|---|
| 0: no response;         | 9-10: response that demonstrates          |
| 1-5: minimal response;  | extensive reflection on how this material |
| 6-8: adequate response; | relates to classroom experience.          |

**Oral Book Review** – Choose a book that will help you teach a content area other than history. The book must be approved by the professor. You will create a presentation of this book detailing how you might use this book in a social studies class. You will need to ground your presentation in a particular content area and topic based on SC Social Studies Standards. A rubric for this is attached. We will present these during the final exam time for this class.

- Graduate students will submit a written book review of 4-6 pages in addition to their presentation.

## GRADING PERCENTAGES

|  |     |
|--|-----|
| Field Experience:                            |     |
| Video taped lesson (field experience)        | 15% |
| Field observation reflection                 | 10% |
| Class Assignments:                           |     |
| Lesson Segment w/presentation of mini-lesson | 35% |
| Service Learning Blog                        | 15% |
| Service Learning Progress Assessment         | 10% |
| Reading Log & Daily Activities               | 10% |
| Final Exam: Oral Book Report                 | 5%  |

### Grading Scale:

|             |             |
|-------------|-------------|
| 93-100% = A | 73-76% = C  |
| 90-92% = A- | 70-72% = C- |
| 87-89% = B+ | 67-69% = D+ |
| 83-86% = B  | 63-66% = D  |
| 80-82% = B- | 60-62% = D- |
| 77-79% = C+ | 50 -0% = F  |

**NOTE 1: the instructor reserves the right to make modifications in the rules, regulations and schedule of this course. Notice of such changes will be emailed to each student as well as discussed in class.**

**NOTE 2: You must complete all major assignments in order to be eligible to pass this class.**

**Class Schedule:**

| <b>Date</b> | <b>Topic</b>           | <b>Readings</b>  | <b>Assignment</b>  |
|-------------|------------------------|--|--|
| 8/24        | Purpose of SCST Ed     | Position statement on Teaching and Learning Social Studies (BB)  |  |
| 8/29        | Structuring lessons    | Intro to C3 Framework (p. 17-21) (BB)<br>SC Social Studies Standards and Support Documents (BB)          | Be able to name and define the 4 dimensions  |
| 8/31        | Lesson planning        | Understanding by Design – Intro and Module A (p. 1-12) (DL)  | Select a social studies content area (not history) – locate an online lesson plan and post on BB and present to the class.                 |
| 9/5         | Labor Day              |  |  |
| 9/7         | Service Learning       | Guardian of Democracy Report (BB)<br>High Quality Civics Education (BB)                                  |  |
| 9/12        | Parts of a lesson plan | Objective Wheel (BB)<br>Understanding by Design Module B (p. 13-32) (DL)                                 | Blog Post #1 (BB)  |
| 9/14        | Using questions        | Understanding by Design Module C (p. 33-41)<br>C3 Framework Ch 3 (p. xvii-xx) and Dimension 1 (p. 23-27) | Meet in ITC  |
| 9/19        | Backwards Design       | Understanding by Design Module D (p. 42-56)  | Research on the topic of class lesson segment – bring a list of suggested “desired results” and possible activities/locations of resources |



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| 9/21  | Student-centered instruction            | Constructivist Approach to Teaching Social Studies (BB)  | Create a list of personal classroom experiences (K-12) that fit each of the 4 models (teacher as transmitter, manager, facilitator, and collaborator)<br>Materials for Group lesson segment |
| 9/26  | Reading, thinking, and writing like "X" | C3 Framework – Dimension 2 – (p. 29-51) (BB)<br>Webinar on D2 (BB)   | Generate a list of words or phrases used by economists, political scientists, historians, and geographers. What language is unique to these fields?<br>Materials for Group lesson segment   |
| 9/28  | Teaching Geography                      | Geographic Thinking and Geography as an Essential Tool (BB)<br>SC Geography Standards (in larger standards document) (BB)            | Blog #2<br>Lesson plans due for Group lesson segment  |
| 10/3  | Teaching Economics                      | High School Economics (BB)<br>SC Economics Standards (in larger standards document) (BB)<br>Common Core Standards and Economics (BB) | Teaching of group lessons   |
| 10/5  | Teaching Psychology                     | National Psychology Standards (BB)<br>Resource Manual for Psychology Teachers (BB)<br>C3 Framework – Appendix B (p. 69-72)           | Teaching of group lessons   |
| 10/10 | NO CLASS                                |  | Professor at Conference   |
| 10/12 | Teaching Government                     | Patriotism<br>Create an iCivics Account and Explore  |   |
| 10/17 | Fall Break                              |  |   |
| 10/19 | Teaching Sociology & Anthropology       | C3 Framework – Appendix C & D (p. 73-81)   |   |

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|              |   | <b>Resources for Teaching Sociology (BB)<br/>National Standards for Sociology (BB)</b>  |  |
| <b>10/24</b> | <b>Evaluating Sources and Using Evidence</b>                      | <b>C3 Framework – Dimension 3 (p. 53-58) (BB)<br/>DBQuest Nashville (BB)<br/>Integrating Historic and Geographic Thinking(BB)</b> |  |
| <b>10/26</b> | <b>Teaching Argumentative Writing – the evidence</b>              | <b>PPT on drafting arguments (BB)<br/>Teaching Writing (BB)</b>   | <b>Blog #3</b>   |
| <b>10/31</b> | <b>Secondary Sources</b>  | <b>Economics and History<br/>Secondary Sources</b>  |  |
| <b>11/2</b>  | <b>Teaching the Founding Documents</b>                            | <b>Teaching the Bill of Rights</b>  | <b>Video taped lesson (Lesson plan, video, and commentary)</b> |
| <b>11/7</b>  | <b>Communicating Conclusions and Taking Informed Action</b>       | <b>C3 Framework – Dimension 4</b>   |  |
| <b>11/9</b>  | <b>Authentic Assessment</b>                                       | <b>Understanding by Design – Module E (57-69)</b>   |  |
| <b>11/14</b> | <b>Presentation of Class Lesson Segment</b>                       |   |  |
| <b>11/16</b> | <b>Connecting with Students – prior knowledge and experiences</b> | <b>Tapping Prior Knowledge (BB)</b>   |  |

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| <b>11/21</b> | <b>10 themes of SS</b>  | <b>Integrating the 10 Themes (BB)<br/>Links Between C3 Framework and 10 Themes (BB)<br/>National Curriculum Standards for Social Studies (BB)</b> | <b>Select a content area of SS, make a chart demonstrating how you might incorporate each of the 10 themes into that class. Using a textbook from ITC may be helpful.</b> |
| <b>11/23</b> | <b>Thanksgiving</b>   |   |   |
| <b>11/28</b> | <b>Evaluating reading, writing, and thinking like a historian</b> | <b>Thinking Like a Historian (BB)</b>   | <b>Blog #4</b>  |
| <b>11/30</b> | <b>NO CLASS</b>   |   | <b>Professor at NCSS</b>  |
| <b>12/5</b>  | <b>Wrap-day</b>   |   |   |
| <b>12/12</b> | <b>Exam</b>   | <b>3:00pm</b>   | <b>Book review</b>  |