

SCST 391/591
Principles of Teaching Social Studies II
CRN 11423 (391) and 11424 (591)
Fall 2016

Instructor: Dr. Margaret Wilson Gillikin	Class Location: Withers 211
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** 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: Students will explore management strategies, with more advanced application of strategies related to planning and instruction in the social studies classroom. Emphasis will be placed on instructional strategies that address the needs of multiple learners while focusing on the content in state and national standards. Further, exploration of appropriate assessment strategies will be incorporated into the unit design process. Special attention will be placed on the content from History.

3.000 Credit hours

Pre-requisite(s): Admission to Teacher Education Program; SCST 390 (for Undergrads Secondary Social Studies Majors)

Co-requisites: EDUC 400 or EDUC660 and SCST592 (for Secondary Social Studies Majors) OR EDUC 401 (for Middle Level Social Studies Majors)

Course Goals:

1. To familiarize students with the underlying theories that guide social studies education and provide students with opportunities to formulate their own theory of social studies education
2. To identify effective and appropriate instructional and assessment strategies that are developmentally appropriate, develop critical thinking skills, and lead to informed action as citizens.

3. To give students the opportunity to practice writing and delivering social studies lessons to create inquiry-based learning environments
4. To review the various content areas within the social studies (history, economics, government, psychology, sociology, anthropology, and geography) and consider ways to teach these in an integrated social studies model
5. To expose pre-service teachers to the wide array of resources available to them and to develop skills in evaluating these on the basis of content and appropriateness
6. To acquaint pre-service teachers with national and state standards established for social studies courses and identify ways these standards overlap and reinforce each other.
7. To explore ways to modify instruction and assessment for the needs of diverse learners
8. To provide pre-service teachers with the opportunity to examine their own professional and cultural practices and cultural frames of reference as they address questions concerning accessibility, racism, power, and social justice.

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.

Textbook Resources:

Required:

Loewen, James W. *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks & Get Students Excited About Doing History*. New York: Teachers College Press, 2010.

Recommended:

Russell, William B., III, Stewart Waters, and Thomas N. Turner. *Essentials of Middle and Secondary Social Studies*. New York: Routledge, 2014.

Other Resources – This course has a wide variety of resources that will guide our work. Many of these are posted on BB. Students should have printed copies or access to a laptop/tablet during class.

- Writing Style Manual: (available through Dacus Library)
Wiggins, Grant P., and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005.
- LiveText account

Professional Memberships: Students are encouraged to join the National Council of Social Studies and its local state affiliate. 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 as attending is required!

Student learner outcomes:

1. Define and defend the foundational underpinning of social studies by developing a personal rationale for teaching social studies.
2. Effectively write short-range plans and long-range plans within a “unit” of teaching using the principles of Understanding by Design and in line with the current South Carolina State Standards for Social Studies, the NCSS National Standards (10 Themes) and the C3 Framework.
3. Demonstrate the ability to plan and deliver effective lessons that account for student differences within the classroom.
4. Demonstrate the ability to successfully assess the effectiveness of student learning through formative and summative assessments.
5. Design and include content reading strategies to assist both capable and challenged readers

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.

Attendance - This course serves as a primary site for developing professionalism; therefore, active participation in classroom dialogue is required. Your perceptions, experiences and ideas are important to the learning environment. Therefore, students with **more than two unexcused absences** may have their final grade lowered one letter. If you must miss class for any reason (excused or unexcused), you should email the professor prior to the course. See catalogue for extended absences. An absence 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 - Students are expected to be on time and remain the entire class period. Two tardies/early departures will be counted as one absence. Do not schedule doctor's appointments that cause you to have to miss part of this course.

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 turned in after class starts or to the instructor's office, or by electronic submission, 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. 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.

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.

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* or the Graduate School Catalog. 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. Students are particularly cautioned about the use of lesson plans they have found online.

Live Text: The Richard W. Riley College of Education requires its 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 Disability Services (ODS) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Disability Services.

The Office of Victims Assistance Syllabus Statement:

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.

ASSIGNMENTS OF SCST 391/591

Issues in Social Studies Education (15% of final grade) – You will research a current issue in social studies education (i.e. new teaching strategy, curricular, legislative, or judicial) that has an impact on the social studies teacher's classroom. The project will consist of an initial interview with your mentor teacher (or social studies teacher at field experience school) to gather ideas and suggestions, researching and reporting on the practice or trend, and developing an educator's action plan (proposal for solution, community outreach tool, or research paper). This paper should be 4-5 page in length. A bibliography of at least 3 sources is required for undergraduates and at least 6 sources is required for graduate students. Citation should follow APA or Chicago Style Citation.

Daily Opener (5%) – The Daily Opener in K-12 classrooms is typically an introductory activity that either reviews previously learned material or sets the stage for the day’s lesson. In SCST 391/591 we will use this as a quick (5-10 minute) opportunity for you to practice an activity or teaching technique. The topic can be anything you choose, but I imagine most of you will do something from your internship. This will be a way for the class to see different teaching techniques (middle school and high school techniques are different from each other) and to discuss effective ways of engaging a class. These will be graded according to the Daily Opener Rubric found in BB.

Modified edTPA Task 1 (20%) – You will create a lesson segment according to the principles of the C3 Framework. This lesson segment should include 3-5 lessons and should be student-centered as opposed to teacher-centered. Along with the lesson plans, you will respond to reflection questions about why you planned the way you did. You will use the commentary for Task 1 of edTPA to present your reflections.

Video Taped Lesson Presentation (20%) – You will teach a lesson to their field placement class and video tape it. You will submit a lesson plan, two video clips of not more than 10 minutes, and commentary on how the lesson progressed.

Assessment Task (20%) – Using a classroom set of assessments, you will work in a group to analyze student achievement and provide objective-based feedback to the students.

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.

Book Review (10%) – For the final exam you will present a book that will assist you in teaching social studies. It will need to be connected directly to a particular standard from the SC State Standards for Social Studies, and you will need to be very specific about how the book will help you teach this standard. More details will be given regarding this in class.

PERCENTAGES FOR EACH ASSIGNMENT

Issue in SS Education	15%
Daily Opener	5%
edTPA Task 1	20%
Video of Inquiry Lesson with commentary	20%
Assessment Task	20%
Reading Log/Daily assignments	10%
Book Review	10%

Grading Scale:

93-100% = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

77-79% = C+

73-76% = C

70-72% = C-

67-69% = D+

63-66% = D

60-62% = D-

59 -0% = F

SPECIAL NOTE TO STUDENTS: the instructor reserves the right to make modifications in the rules, regulations and schedule of this course. Changes will be emailed or posted in BB.

Date	Topic	Readings for Day	Items due
8/23 (WK1)	Intro		*Sign-up for Daily Openers
	Purpose of Social Studies		
8/30 (WK2)	Textbook Bias	Loewen – intro and ch.1	DO *Bring internship textbook to class
	Standards	National Standards SC State SS Standards SS Support Documents (BB)	
9/6 (WK3)	Expectations	Loewen – ch 2	DO *Contextual Factors due *Bring a lesson plan from one of your classes (internship)
	Understanding by Design	UbD – intro and ch 1 (BB)	
9/13 (WK4)	Historiography	Loewen – ch 3	DO Topic for Modified Task 1 due – bring materials to plan
	C3 Framework – Developing Questions & Planning Inquiry and Applying Disciplinary Tools and Concepts	C3, Dimensions 1 & 2 – p. 12-51 (special attention to subject you are teaching) (BB)	
9/20 (WK 5)	Doing History	Loewen – ch 4	DO Lesson plan for Modified Task 1 due
	C3 Framework – Evaluating Evidence & Using Sources and Communicating Conclusions and Taking Informed Action	C3, Dimensions 3 & 4 – p. 53-64 (BB)	
9/27 (WK6)	Ethnocentrism	Loewen – ch 5	DO * Issue in SCST ED paper due
	Academic Language – Beyond Vocabulary	Academic Language and Literacy (BB)	

10/4 (WK 7)	Eurocentrism	Loewen – ch 6	DO *Commentary for Modified Task 1 due
	Assessment	UbD – ch 7 (p. 146–172) (Dacus – 2005 version) Readings in BB folder	
10/11 (WK 8)	Native American Attitudes	Loewen – ch 7	DO *Complete Modified Task 1 *Classroom set of authentic assessments (internship)
	Executing an inquiry lesson	Inquiry folder – (BB)	
10/18 (WK 9)	Race and Slavery	Loewen – ch 8	DO *Lesson plan for video lesson due
	Equality & Inclusivity	Readings in BB folder	
10/25 (WK 10)	Coming of the US Civil War	Loewen – ch 9	DO *Book Review title due Video should be completed (plan to record between 10/19 and 10/24)
	Civic Engagement & Teaching Government	Civic Engagement folder in BB	
11/1 (WK 11)	Race after the Civil War	Loewen – ch 10	DO *Commentary for video due
	Thinking like a Historian	Like a Historian folder in BB	
11/8 (WK 12)	Election Day		
11/15 (WK13)	Teaching Economics	Economics folder (BB)	DO *Video and final commentary due
	Teaching World History	World History folder (BB)	
11/22 (WK 14)	Teaching Geography	Geography folder (BB)	DO
11/29 (WK 15)	Teaching Sociology, Anthropology, and Psychology	Sociology, Anthropology, & Psychology folder (BB)	DO
12/10	Exam – 8 am	Oral Book Reviews	Book Presentation