

PTED 7281**Social Studies Content and Pedagogy**

Semester Hours: 3

Instructor: Dr. Janet Strickland

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COURSE DESCRIPTION

This course will allow the student the opportunity to develop as a master social studies instructor. Specifically, the student will develop a deeper understanding of the content appropriate for their grade level/area of instruction. From this deeper understanding of the content, students will create meaningful lessons and learning activities that meet the needs of a diverse student population. The course will also an in-depth study of the Georgia Performance Standards for social studies.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education UWG forms the basis upon which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the college assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured. Depending on the specific nature of the independent project, students would address one or more of the NBPTS propositions.

The mission of the College of Education is to develop educators who are prepared to function in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and learned societies standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES:

The student will:

1. identify /master social studies content standards for their grade level/area of instruction as dictated by the Georgia Performance Standards (GPS) and the National Council for the Social Studies (NCSS) (Marker & Mehlinger, 1992; Tanner, 2008);

(Knowledgeable, Reflective; INTASC 4; ACEI 15.1)

2. identify teaching strategies appropriate for the content and learners for their grade level/area of instruction (Collins, 2008; Harris, 2007; Hutton, Curtis, & Burstein, 2006; Kinniburgh & Byrd, 2008; McPherson, 2007; Ragland, 2007);

(Empathetic, Knowledgeable, Reflective; INTASC 1, 4; ACEI 5.4, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5)

3. Identify/create lesson plans and learning activities that meet the needs of a diverse student population (Marker & Mehlinger, 1992);

(Empathetic, Knowledgeable, Reflective; INTASC 1, 4; ACEI 5.4, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5)

4. Identify children's literature and/or young adult and adolescent literature to be used to teach content in the social studies classroom (Collins, 2008; Harris, 2007; Kinniburgh & Byrd, 2008; Olness, 2007);

(Lifelong Learners, Empathetic, Knowledgeable, Proactive, Reflective; INTASC 1, 9; ACEI 1.3, 2.1, 9.1, 9.2, 9.3, 9.4, 15.2)

5. identify and use appropriate technology and other resources such as authentic documents in the social studies classroom (Collins, 2008; Hutton, Curtis, Burstein, 2006; Zhao, 2007);

(*Lifelong Learners, Empathetic, Knowledgeable, Proactive, Reflective; INTASC 1, 9; ACEI 1.3, 2.1, 9.1, 9.2, 9.3, 9.4, 15.2*)

6. explore research literature related to pedagogy and teaching content in social studies (Evans & Passe, 2007; Market & Mehlinger, 1994; Ness, 2007; Ragland, 2007); and

(*Empathetic, Knowledgeable, Reflective; INTASC 1, 4; ACEI 5.1, 15.1*)

7. discuss current trends and issues in social studies education (Evans & Passe, 2007; Hutton, Curtis, & Burstein, 2006).

(*Empathetic, Knowledgeable, Reflective; INTASC 1, 4; ACEI 5.1, 15.1*)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

No text for this course. However, students may be required to purchase appropriate children's and young adult literature with relevant social studies themes.

Other selected readings:

Collins, P. (2008). Using poetry throughout the curriculum. *Kappa Delta Pi Record*, 44, 81-84.

Evans, R. W. & Passe, J. (2007). Dare we make peace: A dialogue on the social studies wars. *The Social Studies*, 98, 251-256.

Harris, R. B. (2007). Blending narratives: A storytelling strategy for social studies. *The Social Studies*, 98, 111-115.

Hutton, L. A., Curtis, R., Burstein, J. H. (2006). The state of elementary social studies teaching in one urban district. *Journal of Social Studies Research*, 30, 15-20.

Kinniburgh, L. H. & Byrd, K. (2008). Ten black dots and September 11: Integrating social studies and mathematics through children's literature. *The Social Studies*, 99, 33-36.

Marker, G. & Mehlinger, H. (1994). Social studies. In P. Jackson (Ed.) *Handbook of research on curriculum*. New York: McMillan Publishing Company.

McPherson, K. M. (2007). Fostering content area literacy. *Teacher Librarian*, 35, 65-69.

Ness, M. (2007). Reading comprehension strategies in secondary content-area classrooms. *Phi Delta Kappa*, 89, 229-331.

- Olness, R. (2007). *Using literature to enhance content area instruction: A guide for K-5 teachers*. Newark, DE: International Reading Association.kg
- Ragland, R. G. (2007). Adopting and sustaining use of new teaching strategies for American History in secondary classrooms. *Journal of Social Studies Research, 31*, 43-60.
- Tanner, L. (2008). No Child Left Behind is just the tip of the iceberg, *The Social Studies, 99*, 41-46.
- Zhao, Y. (2007). Social studies teachers' perspectives of technology integration. *Journal of Technology and Teacher Education, 15*, 311-334.

LINK TO CONCEPTUAL FRAMEWORK

This course provides an extensive study of the PTED learner, the school curriculum, and selected methods and techniques of instruction and organization appropriate for the selected PTED school setting in light of current trends and issues. The instructor determined assignments will serve as a synthesis for nearly every one of the descriptors found in the COE conceptual framework. Students taking this course are graduate students currently in classroom settings. Field experience related assignments will be drawn from their individual school setting. Assignments and discussion should assist them in internalizing the framework concepts. Collectively, the assignments for this course should allow the students to demonstrate achievement in the areas to be determined by the instructor.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments and Assessments:

1. attend concurrent sessions and keynote addresses during the LF08 and write a reflection of each. The reflection will include:
 - a. summary of the session/address content,
 - b. Implications for your social studies classroom, and
 - c. Personal reflection (Objectives 1-7; rubric);
2. read and respond to research on current trends and issues in social studies education. Assigned readings will be made available during FL08. Students will write a summary of the assigned readings including the following:
 - a. summary of the session/address content,
 - b. Implications for your social studies classroom, and
 - c. Personal reflection (Objectives 2, 5, 6, 7; rubric);
3. Create a curriculum map incorporating GPS for your grade level/area of instruction (Objectives 1-7; rubric).
4. create a literature resource file for your grade level/area of instruction. Your resource file will include a book review for each children's literature/young adult and adolescent literature selection included in the file. You will find a wealth of literature to aid in your teaching content and skills in the social studies classroom. Use the form attached to the end of this syllabus to complete the review of each selection (Objectives 1, 2, 3, 4, 5; rubric).

5. participate in all course activities including class discussions, message board posts, and collaboration with colleagues (Objectives 1-7; rubric).

Evaluation Procedures:

Concurrent Sessions Reflections/Attendance	15 %
Research Reflections	15%
Curriculum Map	20%
Literature File	30%
Book Review	10%
Participation	10%
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Total	100%

- Extra credit assignments will not be accepted.
- Assignments used in other courses cannot be used for this course.

Grading Policy:

100-90 = A
 89-80 = B
 79-70 = C
 69-65 = D
 64-0 = F

CLASS OUTLINE

June 3	Course Overview/Requirements; Standards Based Instruction; Georgia Performance Standards; Ross & Marker (2005); Children's and Adolescent Literature in the Social Studies Classroom Villano (2005); Crawford & Zygouris-Coe (2008)
June 4	Content Area Literacy; Storytelling; Shanahan & Shanahan (2008)
June 5	Current Events; Newspapers in Education (NIE); Education World (retrieved May 27, 2008) http://www.education-world.com/a_curr/strategy/strategy017.shtml Interdisciplinary Teaching; Lee (2007)
July 25	Students will have until this date to complete all assigned independent projects (Research Reviews, Curriculum Map, Resource File, Book Report).

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with

the academic misconduct policy as stated in *The Student Handbook, Undergraduate Catalog, and Graduate Catalog*.

5.4. Discontinuation Policy. *Adopted: 05/97 from Teacher Education Handbook*

When the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, as determined by the site administration or the Assistant Dean, the termination of the placement may be immediate.

- 1. The university supervisor or course instructor, Department Chair and the Assistant Dean review the data and confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and provide the teacher candidate with an opportunity to present additional information.*
- 2. One of the following actions is recommended by the Department Chair and the Assistant Dean to the Dean of the College of Education: (1) a second classroom placement; or (b) administrative withdrawal from all courses associated with the field experience; or (c) a failing grade, D or F, is earned in each course associated with the field experience. If the teacher candidate is in the second placement, the option of earning a failing grade is usually chosen.*
- 3. The teacher candidate is informed of the decision, in writing and in conference.*
- 4. The Assistant Dean and/or Department Chair discuss with the teacher candidate other career alternatives, available supporting campus resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate appeal procedures.*

Disruption Statement

The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in the disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions from the class, or dismissal on disciplinary grounds, must be preceded by a disciplinary action or hearing as provided for in the University of West Georgia Student Handbook.

The term “prohibited acts” would include behavior prohibited by the instructor verbally (e.g. no smoking, no eating; speaking without being called on, refusing to be seated or refusal to change seats when directed by the instructor, refusing to leave when directed, or leaving or entering the room without authorization) or contained in the syllabus (e.g. tardiness, absenteeism, cell-phones). This provision is not intended to be used as a means to punish classroom dissent or for open discourse of ideas. The lawful expression of a disagreement with the teacher is not in itself “disruptive” behavior.

Children's/Adolescent/Young Adult Literature File Directions

1. Carefully examine The Georgia Performance Standards (GPS) for your grade level/area of instruction. This may be the first detailed examination of the GPS by elementary teachers, as year 2007-2008 was the first year of implementation and only a few "pilot" schools used the new standards.
2. Complete a detailed internet, library, bookstore, amazon.com search to identify children's/adolescent/young adult literature related to the GPS in your grade/area of instruction. Your selections can include all literature selections appropriate for your grade level, including books, poems, websites, short stories, etc.
3. Purchase, check out, or borrow those selections of interest to you for use in your SS classroom. Read all selections. Of course, I will expect more selections from those using picture books only and less from those using novels.
4. Complete the form attached here with a detailed summary of the book. Also include the GPS covered by the selection and ideas for classroom use.
5. Organize your work. Be as creative (webpage, electronic portfolio) with your organization as you would like, or simply include the work in a binder of some sort.
6. This assignment will satisfy the concluding 15 hours of course instruction. For every hour of course instruction, you should expect 3 hours of class preparation, homework, assignments, studying. So, I expect the literature file to reflect 40-50 hours of work on your part, including the time needed to locate, read, summarize, and organize your selections.

Literature Selection for the Social Studies Curriculum

Selection Title: _____

GPS Targeted: _____

Detailed Selection Summary:

Teaching Strategies (ideas for use in SS classroom):