Teaching Content and Process: Social Studies (4261)

Semester Hours 3

Semester/Year Spring 2012

Time/Location Tuesday 11:00 am – 1:30 pm Ed Center 202

Instructor Dr. Lara Willox

Office Location Education Annex room 126

Office Hours Mondays 10:00 am-12:00 pm 1:00-3:00 pm

Tuesdays 10:00 – 11:00am 1:30 – 3:00 pm 4:00-5:30 pm

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Course Wiki http://socialstudies-4261-sec3.wiki.westga.edu/

Online Support CourseDen Home Page https://westga.view.usg.edu/

CourseDen Help & Troubleshooting http://www.westga.edu/~distance/webct1/help

UWG Distance Learning http://distance.westga.edu/

Ingram Library Services http://westga.edu/~library/info/library.shtml

University Bookstore http://www.bookstore.westga.edu/
COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. All Courses from Block I. Must be taken concurrently ECED 4262, ECED 4263, ECED 4283 and READ 3262. Students will examine the current content and methodology of social studies education for young learners (grades P-5). Students will design and implement learning experiences that incorporate the knowledge, skills, and attitudes appropriate for an elementary social studies program. Field experience required.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

For this course we will draw on several pedagogical methods including hands on activities, lectures, guest speakers, small group discussions, reflective activities, and interactive discussions.

COURSE OBJECTIVES

Students will:

1. demonstrate knowledge of the social studies program as part of total educational process of school (Ellis, 1995; Martorella, 1994; Michaelis & Garcia, 1996; Parker & Jarolimek, 1997);

   (Empathetic, Knowledgeable, Reflective; INTASC 1, 4; ACEI 1.1, 6.1, 6.2, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5, 15.1)
2. integrate content from social science disciplines appropriate for elementary grade children (Ellis, 1995; Martorella, 1994; Michaelis & Garcia, 1996; National Association for the Education of Young Children, 1989; National Council for the Social Studies, 1989; National Geography Society, 1994; Parker & Jarolimek, 1997; Seefeldt, 1997);

(Knowledgeable, Reflective; INTASC 4; ACEI 15.1)

3. identify the skills needed by children to participate effectively in a democratic society (Banks, 1994; Ellis, 1995; Gay, 1994; Johnson & Johnson, 1991; Michaelis & Garcia, 1996; National Association for the Education of Young Children, 1989; Parker & Jarolimek, 1997; Tiedt & Tiedt, 1990; Seefeldt, 1997);

(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Knowledgeable, Proactive, Reflective; INTASC 4, 7; ACEI 5.7, 15.3)

4. critique materials available to use in teaching social studies (Ellis, 1995; Martorella, 1994; Michaelis & Garcia, 1996; National Association for the Education of Young Children, 1989; National Council for the Social Studies, 1989; National Geography Society, 1994; Seefeldt, 1997);

(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. design and implement strategies used in teaching social studies, including those for handicapped and multicultural students (Banks, 1994; Ellis, 1995; Gay, 1994; Johnson & Johnson, 1991; Tiedt & Tiedt, 1990);

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

6. comprehend and use the inquiry processes in their teaching strategies (Ellis, 1995; Martorella, 1994; Michaelis & Garcia, 1996);

(Empathetic, Knowledgeable, Reflective; INTASC 1, 4; ACEI 5.1, 5.2, 5.3, 15.5)

7. demonstrate interdisciplinary teaching with special emphasis on language arts, mathematics, and science (Ellis, 1995; Michaelis & Garcia, 1996; National Association for the Education of Young Children, 1989);

(Empathetic, Knowledgeable, Reflective; INTASC 1, 4; ACEI 4.1, 4.3, 5.3)

8. integrate current topics and trends (i.e., multicultural education, global education, career education, character education, and current events) in the elementary social studies curriculum (Banks, 1994; Ellis, 1995; Gay, 1994; Tiedt & Tiedt, 1990; Tye, 1991); and
demonstrate knowledge and application for evaluating and assessing children’s learning of social studies education (Ellis, 1995; Martorella, 1994; Michaelis & Garcia, 1996; National Geography Society, 1994; Parker & Jarolimek, 1997; Seefeldt, 1997).

(Texts, Readings, Instructional Resources, and References)

Required Text(s) None, readings will be assigned in class

Suggested Text(s)


Instructional Resources See below

References
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Project 1: Class Readings (8 x 20 = 160 points)

Since you are not required to buy a book for this class, you will receive readings and video assignments to complete outside of class. Complete the assignment and submit it the next class meeting. See the course outline for exact due dates.

(Course Objectives 1 – 9)

Project 2: Course Assignments (2 x 25 = 50 points)
1) History Through a Child’s Eye
2) Biography Glog

Assignment information can be found on the course wiki: http://socialstudies-4261-sec3.wiki.westga.edu/

(Course Objectives 3 & 4)

Project 3: Field Experience Lesson Presentation (40 points)

In pairs, you will present a SS lesson to the entire class (See sign-up sheet for date.). You must present the lesson as you would if you were teaching it to a group of elementary students. You must have all necessary materials for the class to be ACTIVELY involved in the concept being taught. I have a bag that has enough markers, and scissors for the whole class. It is your responsibility to come to my office to retrieve the bag prior to the lesson being taught.

a. You must bring one copy of a typed lesson plan using the UWG lesson plan format. Give the lesson plan to me prior to beginning the lesson.

b. You must send an electronic copy of your lesson and all supporting materials to me via lwillox@westga.edu PRIOR to teaching your lesson.

c. In addition to your lesson plan, you must submit the following:
   1) BOOK SET: List 6-8 children’s literature selections related to your topic.
2) Artifact Bag: An artifact bag is a paper bag with 10-12 items related to a social studies topic. Fill and bring in such a bag related to your lesson plan topic.  
(Course Objectives 1 - 9)

**Project 4: Center Activity (50 point)**

Students will create a differentiated as well as integrated center. The center activity will focus on GPS Social Studies standard and be integrated with at least one GPS literacy standard (on the same grade level). The completed center should be functional without the use of computers or Internet. The student will be responsible for providing clear directions and all related materials necessary for the use of the center. The center will also be differentiated. Depending on construction this may result in three different centers/instructions or simply varied task expectations.

DUE: On the last class meeting all centers will be displayed in the classroom, each class member will provide a brief description and/or demonstration of their center. We will then be able to rotate around the room completing the centers at each station. Directions and (when possible) the center itself will also be posted online as a class resource.  
(Course Objectives 1, 2, 8, & 9)

**Project 5: Resource Wiki (200 points)**

Students will complete a wiki with Social Studies related children’s literature, web resources, etc. We will create the wikis in class, with the following sections:

- A. GPS standards
- B. Geography
- C. History
- D. Civics
- E. Economics
- F. Multicultural Education
- G. Core Skills (miscellaneous)

Each section of the wiki should include a list of appropriate websites, children’s literature related to the topic, lesson plans, activities, games, etc. You may use activities, websites, lessons, etc. that are presented in class.

1. You are encouraged to work together and share information on this assignment.
2. There is no set number of resources for any given section of the file. I do expect you to have all the lessons presented in class, ideas from your field placement, and online resources. Some sections may have much more than others.
3. This is just a beginning to a resource file that I hope you add to in the next three field experiences.

(Course Objectives 1-9)
**Expectation:** Professionalism (125 points)

Students are expected to attend ALL classes and are accountable for all materials covered. This portion of your grade regards your participation in class and your professionalism in coming to class on time, participating in activities, and being respectful of others during class. We understand that emergencies and illness occasionally occur.

You are allowed 1 excused absence only. Any additional absence will result in a 50 point reduction in your grade. More than 3 absences will result in failing the course.

**Evaluation Procedures**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class readings / video</td>
<td>160</td>
<td>Checklist</td>
<td>8 times (see outline)</td>
</tr>
<tr>
<td>2. Class Assignments</td>
<td>50</td>
<td>Checklist</td>
<td>2/28 &amp; 4/3</td>
</tr>
<tr>
<td>3. Lesson Presentation</td>
<td>40</td>
<td>Checklist</td>
<td>See sign-up sheet</td>
</tr>
<tr>
<td>4. Center Activity</td>
<td>50</td>
<td>Rubric</td>
<td>4/17</td>
</tr>
<tr>
<td>5. Resource Wiki</td>
<td>200</td>
<td>Rubric</td>
<td>4/17</td>
</tr>
<tr>
<td>6. Professionalism</td>
<td>100</td>
<td>Observation</td>
<td>Weekly</td>
</tr>
<tr>
<td><strong>Total possible points =</strong></td>
<td><strong>600</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Please note:**
Correct grammar (i.e., subject-verb agreement, and so on), punctuation, and spelling are required on ALL assignments. One point will be deducted for each error. Should an assignment exceed 15 errors, the paper will be returned for correction with a 20 point deduction from the final grade of the assignment.

**Grading**

A = 600-550  B = 549-500  C = 499-450  D = 449-400  F = 399 and below

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**Academic Honesty:** All work completed in this course must be original work developed this semester. 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 ideas 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 latest *Connection and Student Handbook* and the *Graduate Catalog.*
Attendance: You are allowed 1 excused absence only. Any additional absence will result in a 50 point reduction in your participation grade.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:
http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit: Extra credit will not be offered in this course.

Late Work: A 10% reduction in grade will be assessed for each day an assignment is late.

Professional Conduct: Points will be deducted for unprofessional behavior during class which includes texting, talking with a neighbor, and being inattentive. (Treat your instructor/speaker as you want your students to treat you!)
(Objectives: 1. 2, 3; INTASC: Knowledge, Dispositions; Evaluation: Attendance records and teacher observation)

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Please communicate with instructor using your Westga email account, not through CourseDen. It is your responsibility to check and empty your Westga account often. All email will be responded to within 24 hours and you are also expected to respond to email within 48 hours or less.

Discontinuation Policy
There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

• In the Code of Ethics adopted by the Professional Standards Commission, or
• In the knowledge, skills, and dispositions as outlined in the *Conceptual Framework of the College of Education*, or as determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.

In such circumstances, the following actions may be taken:

1. The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.

2. The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.

3. The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.

4. The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.

NOTE: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.
### CLASS OUTLINE

<table>
<thead>
<tr>
<th>Class Session</th>
<th>To Prepare For Class</th>
<th>Class Activities/Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Bring copy of syllabus and artifact bag</td>
<td>Orientation to the course, introductions, and pre-test.</td>
<td>Artifact bag</td>
</tr>
<tr>
<td>January 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Bring GPS Social Studies standards</td>
<td>NCSS Standards, GPS Standards; Social Studies – Trends &amp; Traditions</td>
<td>Readings #1 Standards copied</td>
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<tr>
<td></td>
<td>Meet in computer lab – Ed Center 204</td>
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<tr>
<td></td>
<td>Bring readings #1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Bring readings #2 assignment</td>
<td>How do we plan? Teaching for Understanding, Understanding by Design</td>
<td>Readings #2</td>
</tr>
<tr>
<td>January 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Bring readings #3 assignment</td>
<td>Who do we teach?</td>
<td>Readings #3</td>
</tr>
<tr>
<td>February 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Bring reading #4</td>
<td>Teaching Strategies – themes, disciplines, concepts &amp; inquiry</td>
<td>Readings #4</td>
</tr>
<tr>
<td>February 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Bring workshop materials</td>
<td>Interactive Hands On Workshop</td>
<td>-none-</td>
</tr>
<tr>
<td>February 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Bring readings #5 assignment</td>
<td>Using Resources</td>
<td>Readings #5</td>
</tr>
<tr>
<td>February 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Bring History through a Child’s Eye reflections to class post on Course Den</td>
<td>Multiple Perspectives</td>
<td>Class Assignment 1: History Through a Child’s Eye</td>
</tr>
<tr>
<td>March 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Resource Wiki – mid point</td>
<td>Federal Reserve Visit (Economics)</td>
<td>-none-</td>
</tr>
<tr>
<td>March 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Bring readings #6 assignment</td>
<td>Engaging Students in Active Learning</td>
<td>Assignment #6</td>
</tr>
<tr>
<td>March 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>-none-</td>
</tr>
<tr>
<td>March 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Bring readings #7 assignment</td>
<td>Assessing Students’ Learning</td>
<td>Assignment #7</td>
</tr>
<tr>
<td>April 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Link Glog to CourseDen and Wiki</td>
<td>Geography / Population Connection</td>
<td>Class Assignment: Biography Glog</td>
</tr>
<tr>
<td>April 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Bring readings #8 assignment</td>
<td>Making Connections</td>
<td>Assignment #8</td>
</tr>
<tr>
<td>April 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Bring Center to class</td>
<td>Class Presentations &amp; Post test</td>
<td>Centers Due Resource Wiki completed</td>
</tr>
<tr>
<td></td>
<td>Turn in link to the resource wiki on CourseDen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td>Department GACE practice test</td>
<td></td>
</tr>
</tbody>
</table>

The schedule of topics may change. "Teachers are like rubber bands - they have to be flexible"