

COURSE SYLLABUS – Fall 2005

- 1. Course Prefix and Number:** CUI 554-01 (Wednesday 5:00 – 7:50, Curry 303)
- 2. Course Title:** Middle Grades Social Studies Education
- 3. Credits:** 03
- 4. Course Prerequisites/Corequisites:** Admission to the middle grades licensure and/or degree program.
- 5. For Whom Planned:** Required for middle grades licensure program students (undergraduate and M.Ed. Classroom Practice Track).
- 6. Instructor Information:**

Dr. Ceola Ross Baber
Office: Curry 301-A
Phone: 336-334-4667
email: crbaber@uncg.edu
Office hours: Monday 11:30-4:30 p.m.; Tuesday 9-11a.m., Wednesday and Thursday 2-4 p.m.

7. Course Purpose/Catalog Description: Examination of candidate competencies in middle grades social studies instruction. Emphases include practical and theoretical attention to curriculum development, planning, resources, standards, instructional strategies, and assessment.

8. Teachers Academy Conceptual Framework Mission Statement: The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

9. Course Goal and Learning Outcomes: CUI 554 focuses on the teaching of middle grade school social studies and the disciplines from which social studies content is drawn; This course will: (a) enable you to select, integrate, and translate the content and methods of investigation associated with the core disciplines related to teaching social studies; and (b) allow you to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in a variety of settings involving students with diverse backgrounds, interests, and abilities. [NCSS (2000) *Standards for Social Studies Teachers*, Programmatic Standard 1.]

Candidate Outcomes based on the NCSS (2000) *Standards for Social Studies Teachers*, Pedagogical Standards [aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards and the International Society for Technology Education-National Educational Technology Standards for Teachers (ISTE-NETS)]:

LEARNING AND DEVELOPMENT

Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support the learner's intellectual, social, and personal development. [INTASC #1, #2]

DIFFERENCES IN LEARNING STYLES

Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches of learning by diverse learners. [INTASC#3; ISTE-NETS III]

CRITICAL THINKING, PROBLEM SOLVING, AND PERFORMANCE SKILLS

Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. [INTASC #4; ISTE-NETS II]

ACTIVE LEARNING AND MOTIVATION

Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation. [INTASC # 5]

INQUIRY, COLLABORATION, AND SUPPORTIVE CLASSROOM INTERACTION

Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels the verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom. [INTASC #6, ISTE-NETS]

PLANNING INSTRUCTION

Social studies teachers should possess the knowledge, capabilities, and dispositions to plan instruction at the appropriate school levels based on their understanding of subject matter, students, the community, and curriculum goals. [INTASC #1, #7; ISTE-NETS II]

ASSESSMENT

Social studies teachers should possess the knowledge, capabilities, and dispositions to use formal and informal assessment strategies at the appropriate school levels to evaluate and ensure the continuous intellectual, social, and physical development of learners. They should be able to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies. [INTASC #8; ISTE-NETS IV]

REFLECTION AND PROFESSIONAL GROWTH (Applies to Graduate Students)

Social studies teachers should possess the knowledge, capabilities, and dispositions to develop as reflective practitioners and continuous learners. [INTASC #9; ISTE-NETS V]

PROFESSIONAL LEADERSHIP

Social studies teachers should possess the knowledge, capabilities, and dispositions to foster cross-subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being. [INTASC #10]

10. Attendance, Participation, and Professionalism: In this class, we will create a community of reflective learners. In all aspects of our communications with one another, we will remain professional and helpful. In my role as a facilitator, I will guide and support your learning; however, you are ultimately responsible for your learning in this course. All class members will abide by the UNCG Academic Integrity Policy as well as the UNCG Student Code of Conduct. The integrity policy may be viewed and downloaded at the following URL: <http://studentconduct.uncg.edu/policy/academicintegrity/>. The Code of Conduct may be viewed and downloaded from: <http://studentconduct.uncg.edu/policy/code/>. You are expected to attend and actively participate in all class sessions, as your contributions are invaluable to the learning of all class members. If you must be absent for any reason please notify me by phone or email prior to your absence. More than one 3-hour absence from class will result in a lowered course grade, as it is impossible to make up total class time missed in terms of class interaction and discussion. Nevertheless, you are responsible for material covered during absences. It is also your responsibility to submit documentation that substantiates your efforts to deal with any absences. You are expected to submit all assignments on time, to arrive on time to each class, and to come to class prepared. Lack of

preparation (i.e., not completing reading assignments or other non-graded assignments) will adversely affect your grade for this course.

11. Evaluation Methods and Assignments: The allocation of course assignments is noted below with general descriptions to follow; detailed instructions and rubrics will be distributed well in advance of the assignment's due date. Please make sure all papers are word-processed, spell-checked, checked for grammatical errors, and double-spaced. Papers must also conform to the *APA Handbook* (5th Ed.) guidelines. Deductions will be taken on late assignments. Most of the assignments can become a part of your teaching/technology portfolio. All material for this course should be kept in a course notebook that should be brought to each class session. Please bring the NCSCOS and NCSS text to each class meeting.

Attendance and Participation	20%
Pedagogical Content Knowledge	40%
Reflection/Professional Growth	40%

PEDAGOGICAL CONTENT KNOWLEDGE

Web-Based Social Studies Lesson Plans Aligned with NC SCOS

Search the Web for 3 social studies lesson plans for teaching a specific middle school course (South America and Europe; Asia, Africa, and Australia; NC History). You must select one lesson that addresses each of the following: (a) teaching diverse learners (students with exceptionalities or English language learners), (b) multicultural content (class, gender or race/ethnicity), and (c) instructional technology. You will need to review each lesson based on our class materials and discussions. You must attach the three lesson plans to your review.

Adolescent's Book Seminar

Participants will select and review an adolescent's book and develop questions for a Socratic seminar that could be used in the middle school classroom. A handout explaining the rationale for choosing this book and a list of the seminar questions needs to be provided to each member of the class. You will also be responsible for a brief presentation about your book and the seminar.

Collaborative Lesson Plan and Teaching Presentation Participants will collaborate on the planning, development, and teaching of a single lesson. Collaboration will be based on grade level and subject matter content. Basic principles covered within our course regarding social studies planning will be stressed. Presentations should be 35-45 minutes in length and include the teaching of knowledge, skills, and values and should involve our CUI 554 members as "classroom students" in meaningful, integrative, active, challenging, and value-based teaching.

Unit Outline

Each participant will develop a teaching unit outline related to the one of the subjects taught in middle school social studies. The unit should focus on any one or more of the NCSS Curriculum Themes, be aligned with the appropriate NC Standard Course of Study Requirements for middle school social studies, and integrate literacy and technology as well as any other 6-8 subject matters (mathematics, science, foreign language, etc).

REFLECTION/PROFESSIONAL GROWTH

Philosophy of Teaching Social Studies

You will write a 7-10 page paper explaining your philosophy of teaching social studies. Included in your philosophy will be a description of your epistemological, ontological, and axiological assumptions as well as the sources of these assumptions. You will also explain how you plan to teach social studies (your overall methodology) and how this approach will benefit your students.

Student Interviews/Summary Report

Initial licensure candidates will complete this assignment in your internship. Lateral entry teachers will complete this assignment in your school setting. You will interview three students regarding their perspective on social studies and, more specifically, the social studies discipline studied in your class and its related concepts. The interviews can be completed individually or in a group setting. Prepare a list of questions and use this list as a guide for the interview. The interview should attempt to focus on what social studies means to the students and how they view select social studies concepts -- such as freedom, rights versus responsibilities, citizenship, liberty, peace, respect, equality, etc. For this assignment, you will submit the questions you generated, student responses, and a brief (1 - 1 1/2 page) summary that should include your reaction to the interview results.

Class Reflections

To be emailed to me within 24 hours of the end of each class meeting. In essence, I want you to respond to the following question: *** How did today's class help you as a teacher?

Online Reading Responses

The course readings include the text, NCSS readings, NC Standard Course of Study Requirements for the Social Studies, and assigned articles. Written responses are required for some readings and are to be completed via the UNCG Blackboard web page. Participants may activate their Blackboard accounts online at <https://blackboard.uncg.edu/webapps/login>. Discussion prompts will be provided and thorough reactions are expected. In addition, you are to react to the comments of your peers as well. This forum should provide an opportunity to actively engage in dialogue outside of traditional classroom setting as well as lead to additional inquiry areas to be addressed during our regular class meetings.

12. Required Text(s)/Readings/References:

National Council for the Social Studies Task Force on Curriculum Standards for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for social studies: Bulletin 89*. Washington, DC: NCSS.

National Middle School Association. (2003). *This we believe: Successful schools for young adolescents*. Westerville, OH: NMSA.

North Carolina Department of Public Instruction. (2001). *Social studies standard course of study and grade level competencies*. PDF file may be downloaded from: <http://www.ncpublicschools.org/Curriculum/socialstudies/2003-04/socialstudies.pdf>. THESE SECTIONS SHOULD BE PRINTED FOR USE IN CLASS: TABLE OF CONTENTS, PHILOSOPHY, PURPOSE, PROGRAM DESCRIPTION, THE ROLE OF DISCIPLINES IN THE K-12 SOCIAL STUDIES CURRICULUM; MIDDLE SCHOOL SOCIAL STUDIES (6-8)

13. Topical Outline: See schedule.

14. Recommended Text(s) and/or Readings:

Banks, J.A. (1997). *Educating citizens in a multicultural society*. New York: Teachers College Press.

Center for Civic Education. National standards for civics and government. Available at the following website: <http://www.civiced.org/stds.html>. Viewed on 8/10/04.

Cogan, J.J. & Grossman, D. (2000). Citizenship: The democratic imagination in a global/local context. *Social Education* 64(1), 48-53.

Dewey, J. (1938). *Experience and education*. New York, NY: Macmillan.

Dewey, J. (1933). *How we think*. Lexington, MA: D. C. Heath and Company.

Geography Education Standards Project. Geography for life: National geography standards. Available at the following website: <http://www.ncge.org/publications/tutorial/standards/>. Viewed on 8/10/04.

Levstik, L. S. & Barton, K. C. (2005). *Doing history: Investigating With Children in Elementary and Middle Schools* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum

National Center for Education Statistics. (2001). Highlights of U.S. results from the international IEA civic education study (CivEd). Washington, DC: U.S. Department of Education Office of Educational Research and Improvement. NCES 2001-107.

National Center for History in the Schools. *National standards for history*. Available at the following website: <http://www.sscnet.ucla.edu/nchs/standards/>. Viewed on 8/10/04.

National Council on Economic Education. *Economics American: National standards*. Available at the following website: <http://www.ncee.net/ea/program.php?pid=19>. Viewed on 8/10/04

National Council for the Social Studies. (2000). *National standards for social studies teachers*. Washington, DC: NCSS

National Council for the Social Studies Citizenship Select Subcommittee. (2001). Service-learning: An essential component of citizenship education. *Social Education*, 65(4), 240-241.

Teachers Curriculum Institute. *Bring learning alive!* Information available at http://www.historyalive.com/methods/method_material.asp. Viewed on 8/10/04

Teachers Curriculum Institute (1998). *History alive!* Information available at <http://www.historyalive.com/historyalive/>. Viewed on 8/10/04

Torney-Purta, J. (2002). What adolescents know about citizenship and democracy. *Educational Leadership*, 59(4), 45-50.

Torney-Purta, J., Amadeo, J., & Lehmann, R. (2001). Eric Digest: Civic knowledge and engagement at age 14 in 28 countries: Results from the IEA civic education study. Bloomington, IN: Eric Clearinghouse for Social Studies/Social Science Education. EDO-SO-2001-3.

Wade, R.C. (2000). *Building bridges: Connecting classroom and community through service-learning in social studies*. Washington, D.C.: NCSS.

15. Alignment with State and National Standards (INTASC and NBPTS are incorporated in the DPI Initial and M.Ed Competencies):

DPI 6-8 Social Studies Competencies (Initial) (see course Blackboard for descriptions)	DPI Social Studies Standards (M.Ed.) (see course Blackboard for descriptions)	NCSS Pedagogical Standards (see section 9 of this syllabus for descriptions)	NCATE Standards (see course Blackboard for descriptions)
1. Broad Content Knowledge	A. Instructional Expertise	1. Learning And Development	I. Content Knowledge
2. Curriculum Integration	B. Knowledge of Learners: B.2, B.4	2. Differences In Learning Styles	IV. Diversity: 4.1, 4.4
3. Content Relevancy	D. Content Knowledge	3. Critical Thinking, Problem Solving, And Performance Skills	
4. Planning	E. Professional Development and Leadership: E.1, E.3	4. Active Learning And Motivation	
		5. Inquiry, Collaboration, And Supportive Classroom Interaction	
		6. Planning Instruction	
		7. Assessment	
		8. Reflection And Professional Growth	

16. Course Schedule

WEEK	TOPIC/ASSIGNMENTS	READINGS (As Announced in Class)
1 8/17	Introductions and Overview of Course	
2 8/24	A Vision For The Developmentally Responsive Middle School What and Why Social Studies?	
3 8/31	Civic Competency in a Multicultural Society & Interdependent World <i>Tour of Learning Resources Center</i>	
4 9/7	Adolescent Development and Culturally Relevant Pedagogy: Meeting the Social, Personal, and Academic Needs of Middle School Students <i>Philosophy of Social Education Due</i>	
5 9/14	Instructional Planning: Lesson Plans and Units Paideia Seminar	
6 9/21	Performance-Based Assessment <i>Reading Response</i>	
7 9/28	Focus on Teaching History <i>Student Interviews Due</i>	
8 10/5	Focus on Teaching Political Science and Economics <i>Web-Based Resources Due</i>	
10/12	Anthropology, Sociology, and Psychology in the Middle Grades Curriculum	
9 10/19	Using Literature to Teach Social Studies <i>Children's Book Seminar Due</i>	
10 10/26	Curriculum Integration LESSON PLAN WORK SESSION	
11 11/2	Technology in the Social Studies Classroom LESSON PLAN WORK SESSION	
12 11/9	<i>Collaborative Teaching Presentation</i> UNIT WORK SESSION	
13 11/16	<i>Dr. Baber at NCSS – NO FTF CLASS</i> <i>Reading Response</i>	
14 11/23	<i>HAPPY THANKSGIVING – NO CLASS</i>	
15 11/30	<i>Unit Outlines Due</i>	
16 12/7	Portfolio Discussion Course Evaluations	