



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

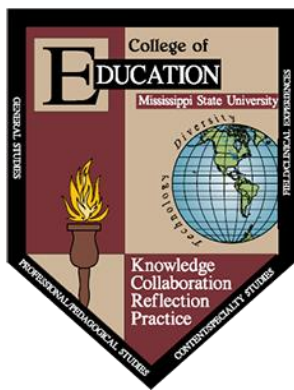
EDS 4643 Methods of Teaching Social Studies

Credit Hours: Three (3) credit hours

Method of Instruction: (C)Lecture

Catalogue Description: (Pre-requisite EDS 3643) An examination of teaching methods and instructional materials and media appropriate for use in middle schools and secondary social studies classrooms.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

Course Objectives

The teacher candidate will:

1. Identify the steps in each of the Teacher's Curriculum Institute (TCI) social studies teaching strategies. (INTASC 7, 8; CFPO 10; CAEP 1.1)
2. Review a brief history of the social studies content area. (CFPO 1; CAEP 1; NCSS 1-10)
3. Create and teach one lesson utilizing one of the six TCI social studies teaching strategies. (INTASC 2, 3, 4, 5, 7, 8; CFPO 5, 7, 10; CAEP 1.3)
4. Create 10 lesson plans as part of a unit plan. (INTASC 2, 3, 4, 5, 7, 8; CFPO 5, 7, 10; CAEP 1.3, 1.4; NCSS 1-10)
5. Utilize NCSS Standards, Common Core State Standards, and the Mississippi Standards for Social Studies to fashion a developmentally and content appropriate unit plan. (INTASC 2, 3, 4, 5, 7, 8; CFPO 1.4; CAEP 5, 10; NCSS 1-10)
6. Employ three TCI social studies teaching strategies and two additional social studies methods in the unit plan. (INTASC 2, 3, 4, 5, 7, 8; CFPO 5, 10; CAEP 1.4)
7. Develop and analyze test items using a testing protocol and item analysis. (INTASC 6; CFPO 4; CAEP 1.2)
8. Construct formative and summative assessments as components of their lesson plans and unit plan. (INTASC 6; CFPO 4; CAEP 1.2)

9. Incorporate modifications and accommodations to their lesson plans so as to effectively teach diverse populations. (INTASC 2; CFPO 2, 6; CAEP 1.4; NCSS 10)
10. Reflect upon their field experiences in the areas of planning, procedures, and pedagogy as a means of improving their teaching practice. (INTASC 9; CFPO 8; CAEP 2.1)

Detailed Course Outline/Topics Covered in the Course

1. Introduction, TCI Teaching Strategy Groupings, and Lesson Planning
2. Direct Instruction and Professional Dispositions
3. Teaching Strategy: Visual Discovery and the Unit Plan Project
4. Teaching Strategy: Social Studies Skill Builders
5. Strategy: Experiential Exercise
6. Teaching Strategies: Writing for Understanding
7. Teaching Strategies: Response Groups and Problem-Solving Group Work
8. Cumulative Exam and Diverse Learners
9. Teaching Strategies: Questioning and the Socratic Method
10. Counter-Factual Strategy Teaching Strategy and Simulations
11. Teaching Strategy: Simulations Continued and Social Studies Vocabulary Games and Enhancement Activities
12. Studies Review Activities
13. Lesson Plan Development
14. Professional Growth, and Supplemental Resources
15. Unit Plan Submission

Text(s)/Course Materials

Required Textbooks:

Bower, B., J. Lobdell, and S. Owens. (2010). *Bringing Learning Alive!* Palo Alto, California: Teachers' Curriculum Institute.

Useful Websites:

National Council for the Social Studies: www.socialstudies.org

Mississippi Council for the Social Studies: <http://mcss.org.msstate.edu>

Mississippi Standards for Social Studies:

https://www.mdek12.org/sites/default/files/Page_Docs/final_2018_mississippi_ccr_social_studies_standards.pdf

Common Core State Standards—Grades 6-12 Literacy in History/Social Studies:

www.corestandards.org/ELA-Literacy

Social Studies School Service: www.socialstudies.com

Description of Instruction

Lecture (face-to-face). A variety of instructional methods will be employed. Specific instructional methods include lecture, class discussion, candidate presentations, peer-teaching, etc.

Mississippi State University Honor Code

"As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to

MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

Technology will be used in the delivery of some of the course content and the completion of some of the course requirements by students, specifically through Canvas. For technical assistance, see this link: http://distance.msstate.edu/technical_assistance. This course requires a subscription to *Taskstream*, which is an online portfolio that is used for course assignments and assessment purposes. To obtain a subscription, go to www.taskstream.com.

Diversity

Students will learn a variety of instructional strategies, which serve the wide range of academic disciplines that are included in the social studies. These strategies are effective with a wide range of students found in a pluralistic democracy.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335. <http://www.sss.msstate.edu>.

Field Component

EDS 4643 has a 50-hour field component that provides students with the opportunity to apply the strategies that they have learned in a secondary social studies public school classroom. Students are required to go to their field placement for five hours a week over a ten week period. Students complete journal entry assessments connected with their field experience.

Evaluation of Student Progress

Activities/Assessments/Percentage of Final Grade:

Participation Projects (semester long/20%) Student participation is an integral element of this course and each class session; therefore, students must be actively engaged in the planned course activities. Each week we'll begin with a lesson launch (a demonstration of a high-interest, engaging strategy that you can use in your classroom) followed by a debriefing of your field experience. In each class session, you will complete an in-class project and/or quiz. You will also be asked to give meaningful feedback to your peers as they begin to hone their teaching skills. Your involvement and input in course sessions are needed, valued, and assessed. This includes the Praxis II: Social Studies Content Workshop.

Field Experience and Field Experience Journal (a total of 20%) You will complete a fifty-hour field experience at a local secondary school over a period of ten weeks with classroom observations required each week. You will submit a signed copy of your field experience letter and your completed field experience log. You will also be asked to reflect on your fieldwork through three separate journal entries on various aspects of this experience. A handout for each journal entry will be posted on the course Blackboard page. Your response must be submitted via Blackboard by **6 p.m.** the following Friday.

Teaching Strategy Presentation (15%) Your group will create a thirty-minute presentation that provides a detailed overview of the major steps in your selected TCI teaching strategy as well as a demonstration lesson in your discipline (featuring the selected teaching strategy) appropriate for secondary social

studies students. A presentation handout will be distributed to students detailing the specific requirements of this assignment.

Cumulative Exam (10%) The cumulative exam will be an objective test based on the course readings and presentations completed to this point in the semester.

Unit Plan (30%) Construct a unit plan at the middle or high school level in your preferred social studies content area. Your unit plan will address NCSS standards, Mississippi Social Studies Framework (2011), and Common Core State Standards. Your unit plan is to be two weeks (10 days) in length while incorporating at least five of the teaching strategies learned in this course. This culminating project will be completed in stages throughout the semester. A unit plan handout will be distributed to students detailing the specific requirements of this assignment.

Final Exam (5%) The final exam will involve an open response item that asks you to synthesize the information and experiences of this course as they apply to a “real” teaching situation.

Please note: all assignments must be submitted to pass the course, regardless of whether or not points are received.

Grading Scale:

Your final grade for the course will be based on the grading scale below:

A=100-92%

B= 92-84%

C= 83-75%

D= 74-66%

F= 65% or below

Attendance Policy

In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. When an absence from class is essential, the student must inform the instructor prior to the absence and provide appropriate documentation by the next class meeting. Class attendance is the responsibility of the student. A student who finds it necessary to miss class assumes responsibility for making up missed work, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student's reason(s) for being absent. Please note: an excused absence requires documentation.

Title IX Policy

MSU is committed to complying with Title IX, a federal law that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX/EEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf

The Mississippi Code of Ethics is referenced at the beginning of this course.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

Students utilize these standards in various in-class activities and course assignments including the TCI Strategy Presentation and the lesson plan division of their unit plan.

Bibliography

Bower, B., J. Lobdell, and S. Owens. (2010). *Bringing Learning Alive!* Palo Alto, California: Teachers' Curriculum Institute.