

**Department of Curriculum and Instruction**

**Special Methods of Instruction II: Social Studies**

**CIED 5253**

**Fall 2012**

Instructor: Dr. Jason Endacott Meeting Place: PEAH 204

Office: Peabody 302 Meeting Day: Friday

Email: jendacot@uark.edu Meeting Time: 2:00-3:30

Office Hours: T,W,R 9:00-11:30

Course Purpose

CIED5253 Special Methods of Instruction II (FA) Study of the methods and materials in the special content areas. Classroom applications of teaching strategies with analysis of teacher effectiveness in seminar settings. Prerequisite: admission to the M.A.T. program.

Student Outcomes

At the conclusion of this course, the students will be able to:

* Demonstrate the ability to plan and teach content related to NCSS Theme 1.1 – Culture
* Demonstrate the ability to plan and teach content related to NCSS Theme 1.2 – Time, Continuity and Change
* Demonstrate the ability to plan and teach content related to NCSS Theme 1.3 – People, Places and Environment
* Demonstrate the ability to plan and teach content related to NCSS Theme 1.4 – Individual Development and Identity
* Demonstrate the ability to plan and teach content related to NCSS Theme 1.5 – Individuals, Groups and Institutions
* Demonstrate the ability to plan and teach content related to NCSS Theme 1.6 – Power, Authority and Governance
* Demonstrate content knowledge and the ability to plan and teach content related to NCSS Theme 1.7 – Production, Distribution and Consumption
* Demonstrate content knowledge and the ability to plan and teach content related to NCSS Theme 1.8 – Science, Technology and Society
* Demonstrate content knowledge and the ability to plan and teach content related to NCSS Theme 1.9 – Global Connections
* Demonstrate the ability to plan and teach content related to NCSS Theme 1.10 – Civic Ideals and Practices
* Describe and analyze the role and purpose of teaching history
* Demonstrate the ability to plan and teach social studies content utilizing advanced methods of instruction.

Required Textbook

* Chapin, J. R. (2010). *Practical guide to middle and secondary social studies*. (3rd ed.). Boston, MA: Allyn & Bacon.
* National Council for the Social Studies. (2010). *Expectations of Excellence: Curriculum Standards for Social Studies*. Silver Spring, MD.
* Other selected readings provided on Blackboard or in class by instructor

Arkansas Standards for Beginning Teachers

At the conclusion of this course, students will have made progress in *knowledge, dispositions and performance* towards:

* Standard #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.
* Standard #2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.
* Standard #3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

Scholar-Practitioner Conceptual Framework

Scholar-practitioners are:

* Knowledgeable
	+ They access, use, and/or generate knowledge
	+ They understand, respect and value diversity
	+ They are knowledgeable about teachers and teaching, learners and learning, schools and schooling
* Skillful
	+ They plan, implement, and model best practices
	+ They communicate, cooperate and collaborate with others
* Caring
	+ They understand, respect, and value diversity
	+ They make decisions based upon professional standards and ethical criteria
* Inquiring
	+ They are developing professionals and lifelong learners

Instructional Methods

This student-centered course depends upon active student participation. Students engage in individual, small group and large group activities and are exposed to a variety of models of teaching and learning. Time is spent participating in activities as middle or high school students and analyzing activities and resources as prospective teachers.

Attendance

Regular attendance is an important component to a course designed to help you develop into a teaching professional. After 2 absences you will need to meet with me during office hours to best determine how you will be able to successfully complete the course requirements.

Blackboard

Course materials and additional readings can be accessed through Blackboard at <https://learn.uark.edu/>

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact me after the first class so that we can coordinate service

Academic Dishonesty

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu>

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Course Requirements

This course is designed to accompany the secondary internship in that what students experience in the classroom is often directly applicable in the concurrent internship experience. Keeping this in mind, the course has been designed to encourage the development of advanced instructional techniques and the assignments that are designed to translate directly to the classroom will hold the most weight in your final grade. Additional information will be provided for these assignments at the appropriate time.

Grade Scale:

100-90 – A

89-80 – B

79-70 – C

69-0 – F

* Lesson Plans by NCSS Theme
	+ 7 lessons X 10% per plan 70%
* 1.2 Multi-Genre Lesson Plan 10%
* NCSS Theme 1.8 & 1.9 WebQuest and Lesson 15%
* Lesson Plan Portfolio 3%
* Attendance and Participation 5% \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TOTAL 100%

Lesson Plans by NCSS Theme 70% of Final Grade

Your lessons will approach a central theme (of your choosing) from the various perspectives of the social sciences included in NCSS Themes 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.10. Each lesson will be turned in individually according to the course outline.

NCSS 1.2 Multi-Genre Lesson Plan 10% of Final Grade

Teaching history means learning to properly wield the power of primary sources. You will design a lesson plan that incorporates multiple genres of primary sources using proper scaffolding techniques to ensure student understanding.

NCSS Theme 1.8 & 1.9 WebQuest and Lesson 12% of Final Grade

Theme 1.8 (Science, Technology and Society) and Theme 1.9 (Global Connections) are the two NCSS themes that don’t fit neatly within the framework of the social science disciplines. However, in our ever-changing world of increasing globalization and technological advances, knowledge of these two themes is arguably just as important as traditional disciplinary knowledge. Therefore, one of your course requirements this semester will be a combined WebQuest/lesson plan assignment in which you will: (1) demonstrate your knowledge of these two themes in relation to a topic of your choice and (2) write a lesson plan that could be used to teach the topic to secondary social studies students. More information on this assignment will be provided at the appropriate time.

Lesson Plan Portfolio 3% of Final Grade

At the end of the semester you will be required to submit all of the work you completed for this course to Chalk and Wire in the form of a Lesson Plan Portfolio. This portfolio will also require the creation of a unit introduction, list of NCSS Standards met, list of Arkansas Social Studies Standards met, list of essential questions, list of objectives, and list of lesson plan titles. The majority of the work for this assignment is simply writing a unit introduction and then copying and pasting the pertinent parts of each lesson plan. More information will be provided at the appropriate time.

Attendance and Participation 5% of Final Grade

Teaching is not a profession that allows you to show up whenever you want and participate as much as you want. Being a teacher means that over 100 students will be looking to you for guidance and new knowledge *every single day.* They show up even if you don’t. Likewise, these students will learn very little if you do not actively engage them. My expectation for you is no different in this class. I expect you to be here whenever humanly possible and I expect you to engage in your learning. In return, I promise to be here to provide guidance and help you to construct new knowledge.

**Late Assignments will be penalized 10% *per day* late.**

**Course Outline**

**Note: Subject to change if dictated by needs of class.**

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Reading** | **Assignment** |
| 1 | 8/24 | Intro to Course / Internship / Research Question |   |   |
| 2 | 8/31 | Socratic Circles w/ Dr. Goering |   |   |
| 3 | 9/7 | 1.6 - Power, Authority and Governance | Chapin Chapter 7 p. 201-223; NCSS p. 19, 46-49, 80-81, 110-111, 143-145;  |   |
| 4 | 9/14 | 1.10 - Civic Ideals and Practices | NCSS p. 23, 62-64, 90-93, 121-125, 157-161 | 1.6 Lesson Plan |
| 5 | 9/21 | 1.2 - Time, Continuity & Change / History Education | Chapin Chapter 6; NCSS p. 15, 30-33, 70-71, 97-99, 130-132 | 1.10 Lesson Plan |
| 6 | 9/28 | Primary Source Material / Scaffolding | Hath! Doth! What? (Bb) |   |
| 7 | 10/5 | 1.1 - Culture | NCSS p. 14, 26-29, 68-69, 94-96, 126-129 | 1.2 - Multi-Genre Lesson Plan |
| 8 | 10/12 | 1.8 - Science, Technology, and Society | NCSS p. 21, 54-57, 85-86, 114-116, 150-153 | 1.1 Lesson Plan |
| 9 | 10/19 | 1.9 - Global Connections | Chapin Chapter 7 p. 224-232; NCSS p. 58-61, 87-89, 117-120, 154-156 |   |
| 10 | 10/26 | 1.4 - Individual Development and Identity | Chapin Chapter 8 p. 258-261 NCSS p. 17, 38-41, 76-77, 104-107, 137-138 | 1.8/1.9 WebQuest and Lesson Plan |
| 11 | 11/2 | 1.5 - Individuals, Groups, and Institutions | NCSS p. 18, 42-45, 78-79, 108-109, 139-142 | 1.4 Lesson Plan |
| 12 | 11/9 | 1.7 - Production, Distribution, and Consumption | Chapin Chapter 8 p. 250-257; NCSS p.20, 50-53, 82-84, 112-113, 146-149 | 1.5 Lesson Plan |
| 13 | 11/16 | Economics Workshop |   |   |
| 14 | 11/23 | Thanksgiving Vacation | No Class |   |
| 15 | 11/30 | 1.3 - People, Places, and Environment | Chapin Chapter 8 p. 234-249; NCSS p. 16, 34-37, 72-75, 100-103, 133-136 | 1.7 Lesson Plan |
| 16 | 12/7 | Portfolios Due | No Class | 1.3 Lesson Plan & NCSS Portfolio |