

**Augusta State University  
College of Education  
Department of Teacher Education**

**EDTD 6231- Current Best Practices in Social Studies Instruction**

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**Office Hours:**

By appointment only

**Time:** Monday – Friday – 8:00 – 11:45 – two week course – June 4 – June 17

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**Location:** Room UH 356

**REQUIRED MATERIALS: ( Choose text appropriate to your grade level.)**

Duplass, James A (2006), *Middle and High School Teaching: Methods, Standards, and Best Practices*.  
Houghton Mifflin Company: Boston.

Duplass, James A (2008), *Teaching Elementary Social Studies: What Every Teacher Should Know*.  
Houghton Mifflin Company: Boston.

Teacher Education Website  
LiveText

**COURSE DESCRIPTION:**

This course will develop an understanding of the conceptual structure of social studies content, their primary modes of inquiry, the themes and learning standards identified in both the state and national social studies standards. Students will explore the implications of these understandings for formulating instruction and assessment activities in those content areas that are appropriate to elementary, middle, and high school learners. Special emphasis will be placed on instructional approaches that actively engage learners in concept formulation, skill introduction and development, values, and performance assessment culminating in the formulation of an ISL.

**COURSE OBJECTIVES:**

1. Students will be able to explain and demonstrate their understanding of the national and GPS standards/concepts; practice the skills of inquiry, decision-making, discovery, concept formation and attainment, and problem solving used in these disciplines; and incorporate the values, beliefs and attitudes needed for civic competence. CFP 1, 4; ISL 1
2. Students will apply these understandings of what children should be able to understand and be able to do through developmental tasks, lesson and unit planning that accurately reflect the content and skills of the disciplines; and both national and GPS social studies standards that are appropriate to elementary, middle school or high school-aged learners. CFP 4, 7; ISL 1, 2, 3
3. Students will be able to critically analyze print sources (textbooks newspapers and journals, etc) and non print materials (audiovisual, technology, etc) regarding their content accuracy and adequacy; perspective, currency, learner appropriateness, complexity, so that they make critically informed decisions regarding the use of materials in social studies instruction. Students will be able to apply reading to learn principles in designing, implementing, and evaluating instructional activities that incorporate use of written material of various types. CFP 1, 4, 6, 8; ISL 1, 2, 3, 4
4. Critically analyze and evaluate knowledge, skills and values of learners in planning social studies instruction and learning assessments. CFP 1, 4, 6, 7, 8; ISL 1, 2, 3, 4

5. Students will become familiar with various electronic as well as print sources of information, data, simulations, area resources (people and places) that illustrate the concepts of the disciplines and that can be utilized in social studies instruction. CFP 1, 4, 6, 7; ISL 1, 3
6. Students will be able to understand the principles of assessment: diagnostic, formative, summative and authentic, that they apply to measuring social studies learning in the development of assessment protocol, tasks and rubrics and apply sound principles of assessment to content, related skills learning and character in economics, sociology, and civics and government instruction. CFP 1, 7, 8; ISL 2, 3, 4.
7. Students will be able to reflect on their own instruction and analyze the impact of their instruction on achievement. CFP 9, ISL 5

### **COURSE POLICIES:**

1. Attendance and punctuality are required except in extreme emergencies. The maximum number of absences for this class is one. You may be withdrawn from the class on the second absence. Each tardy will count as one-third of an absence. If you are absent (even once), you will be required to do a one page reflective paper citing two articles about a current teaching method in social studies teacher education. **Be on time for class!** If you are tardy more than one time, the same assignment applies and is due the following day after the absence or tardy. Designate another student to pick up any missed handouts!

2. **All assignments are due as you enter class in hard copy form on the day due. Reminder: Relevant assignments from this course should be posted to LiveText by the end of this semester.** Please type all assignments professionally (correct spelling, grammar, punctuation, etc.). **Points will be deducted for spelling and grammatical errors.** Use APA style for references as needed.

3. Late assignments will be penalized 15 points per day. They will be penalized 10 points if they are turned in on the day they are due but after class begins. If an assignment is late, write "late" at the top, along with the date and time the assignment was turned in. Assignments will not be accepted at all three or more days beyond the due date.

4. The academic honesty policy outlined in the ASU Catalog applies in this class.

5. Keep your cell phones turned off or on **silent**.

6. Student grievances should follow the policy as outlined in the ASU catalog.

7. You are expected to check your ASU Campus **Pipeline** Email Account **on a daily basis!**

8. Children should not be brought to class.

9. All papers/projects are to be picked up no later than 2 weeks after the final class.

## **COURSE REQUIREMENTS:**

### **1. Demonstrate/Present Social Studies Method (125 pts) CFP 5,6,7**

You will **sign up** to present a teaching strategy (100 points) to the class. You will read and study the topic in your text and teach a grade appropriate lesson using the strategy with Social Studies content citing the specific GPS used. Make the presentation interactive, creative and not more than 15 minutes. Following your teaching presentation, you will give each student a **handout** (10 points) and give a summary (10 minutes) of your teaching strategy from a teacher perspective. The following class period after your presentation, you will turn in a **reflection** of your teaching experience (15 points).

### **2. Social Studies ISL (200 points) Due Date: June 17th** \* Note that some of the components of the ISL cannot be completed in the summer but we will cover all areas for future development. Submit via LiveText.

**Objective of an ISL:** To document and report the success (growth) of your work with one or more students. The ISL report is typed, double-spaced, twelve point with pages numbered (bottom-centered) consecutively, margins at least an inch wide. Relevant documents should be attached. Proofread your report before submitting it.

**Unit Plan Overview:** In your ISL unit, you will be creating a unit plan for a Social Studies concept. Your unit should include:

1. **Introduction – Overview of unit/Demographic Information**
2. A **Pre-assessment** complete with a summary reflecting on the results of the pre-assessment.
3. **5 Age-appropriate engaging lessons on the unit content.** (Lesson plan template provided.)
4. A Reflection (1-2 paragraphs) following each lesson. Describe what went well, what went wrong, any changes you would make, etc. (Reflection template provided.)
5. A Post-Assessment complete with a summary reflecting on the results of the post-assessment.
6. Summary/Conclusion – A 1-2 page summary of your overall experience teaching the unit, what you have learned, etc.

### **3. Daily Class Assignments (125 points)**

GPS grade level appropriate standards brought to class/checked. (25 points) –

**Due Date: June 5th**

Checklist for scanning the Teacher Education Website completed/turned in. (25 pts) –

**Due Date: June 6th**

Educational Terminology Definitions Sheet - (25 points) – **Due Date: June 9th**

Article Reflection (25 points) – **Due Date: June 10th**

Video Review (Must be at least 25 minutes in duration and be an elementary/middle/high school teacher teaching a Social Studies concept.) (25 points) - **Due Date: June 11<sup>th</sup>**

#### **4. Attendance (25 points) & Participation (25 pts)**

Participation will be determined based on participation in every aspect of the class including active participation in discussion and attention during all aspects of class.

#### **Summary:**

Demonstrating & Presenting a Social Studies Method = 125 points

Social Studies ISL = 200 points

Daily class assignments = 125 points

Attendance = 25 points

Participation = 25 points

#### **Grading Scale:**

450 – 500 points = A

400 – 449 points = B

350 – 399 points = C

300 – 349 points = D

< 300 points = F