

Augusta State University
College of Education
Teacher Education
SCED 4201- Secondary Social Studies Content I
Thursday 5:30-8:15 UH 329

Dr. C. Steven Page
377 University Hall

Office hours:

Tues. 9:00-11:00, 2:00-4:00

Wed. 9:00-11:00

Thurs. 9:00 -11:00, 2:00-4:00

706-729-2296

cpage@aug.edu

Students are required to check their campus email regularly.

Required Texts:

Social Science Education Consortium (1996). *Teaching the Social Sciences and History in Secondary Schools: A Methods Book*. Long Grove, IL: Waveland Press.

LiveText Membership is required. (This is available in the ASU Bookstore, most assignments will be submitted using this program).

Recommended Resources:

National Council for the Social Studies (1994), *Curriculum Standards for Social Studies*. (Online version can be found at www.ncss.org/standards).

Georgia Department of Education, *Georgia Performance Standards for Social Studies* (Can be found online at www.georgiastandards.org)

Course Description:

Students will examine the implications of the structural features of social sciences and history for developing curriculum, instruction, and assessment for secondary social studies and history. They will critically consider national and state content standards in light of their knowledge of the disciplines and secondary students.

Prerequisite(s): Admission to teacher education.

Attendance Policy: Attendance in class is expected. You should come prepared to discuss the materials assigned and to participate in class discussions. According to the attendance policy in the Augusta State University Catalog, “A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors.” This policy also addresses multiple absences: “If student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” In a 16 week semester, this translates to approximately 1.6 days for a Thursday class. Tardies and early exits interrupt the class and should be avoided; they may be counted as absences at the instructor’s discretion. Please keep all pagers and cell phones OFF during class time.

Academic Honesty: “In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community’s ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members” (Augusta State University Catalog). Exclusions to academic honesty are listed in detail, and each is a serious offense. The most common offense, plagiarism, is the presentation as original work of ideas, words or thoughts belonging to someone else. **You must provide a citation for any specific words, ideas, images, etc. taken from another source.** Any project or paper containing incidents of plagiarism will, at a minimum, receive no credit or grade.

Disability/Special Needs: If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall and your instructor.

Conceptual Framework Principles Addressed:

1. understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social, and personal development.
3. understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
4. understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
5. use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. plan instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
8. understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.

Field Experience: *It is not possible to pass SCED 4201 unless you pass the field experience requirements—no matter what your other grades are.

Course Requirements:

Field Experience	P/F
Participation and Punctual Attendance	10%
Essay	10%
Unit Plan/Lessons	20%
Reading Reflections/Responses	15%
Class Presentation of Book Chapter	15%
Field Experience Assignments (Reflections, Observations, ISL)	20%
Final Exam	10%

Class/Lab Schedule:

8/18-9/19	Classes Meet on Campus
9/22-9/26	Students report to lab school
9/29-10/17	Classes meet on Campus
10/20-11/14	Students report to lab school
11/17-12/4	Classes meet on Campus

*****You are required to complete 45 hours of lab for this course.**

Explanation of Course Requirements:

Essay: Which is more important to learn, World History or U.S. History? Answer this question in a minimum of 750 words.

Unit Plan/Lessons: You will be able to begin these after you have reported to your lab school and met with your Master Teacher. You cannot use the Master Teacher's lesson plans, the plans I expect from you are more detailed.

Reading Reflections: You are required to reflect upon each chapter by the due date listed. Reflections are not summaries; they are your own thoughts and questions. Also you are expected to reply to at least two reflections for each chapter.

Class Presentation of Book Chapter: You will choose one of the chapters in our text and using the information in the text and your research present the chapter to the class.

Field Experience Assignments: You are to provide 6 reflections/observations of your time in lab. Look at these as diaries and/or you can ask questions. Each reflection should be a minimum of 250 words. You are also to complete an ISL of your unit/lessons. You are also required to respond to at least 10 reflections from other students in the class.

Electronic Portfolio:

Remember that in order to complete this program you are required to have an electronic portfolio. You can use several of these assignments as evidence of your work in this portfolio.