

AUGUSTA STATE UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF TEACHER DEVELOPMENT

MGED 3240 -Learning in the Disciplines: Social Studies

Dr. Charles E. Jenks

Office Hours:

375 University Hall – Tues and Thurs from 1:00 to 4:00 and Wed 1:00 to 4:00

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Required Texts:

Allen, Michael and Stevens, Robert (1998). Middle Grades Social Studies - Teaching and Learning for Active and Responsible Citizenship (2nd Ed.). Boston: Allyn and Bacon

Hoge, John D Field, Sherry Foster, Stuart. and Nickell, Pat. Real-World Investigations for Social Studies: Inquiries for Middle and High School Students Based on the Ten NCSS Standards

LiveText

COURSE DESCRIPTION:

This course will examine the structure of the social science disciplines and the methods of inquiry embedded within the social science disciplines and those which are integrative across the middle school curriculum. These skills have direct implications for instruction in the specific disciplines and for making connections across traditional content areas. Students will examine and develop expertise in these inquiry methods and develop strategies to effectively teach them. The various discipline standards will also be examined. The focus is on the skills and strategies which foster learning within and across the social sciences and history.

CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:

1. Understand the central concepts, tools of inquiry, and structures of the discipline 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 learner.
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.
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 on 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 hi/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seek the opportunity to grow professionally.

SPECIFIC COURSE OBJECTIVES:

1. Students will examine the characteristics unique to the discipline including concepts, skills, strategies and approaches to developing understanding in the field.
2. Students will become familiar with the standards, expectations and curriculum for Middle Grades in the discipline.
3. Students will analyze and develop performance skills which are inherent in the disciplines and which transcend traditional content boundaries.
4. Students will develop instructional strategies which foster learning and understanding within and across the disciplines.
5. Students will develop approaches to instruction which exhibit the contributions of the discipline to an interdisciplinary approach to instruction.

Class Attendance:

The resources of Augusta State University are provided for the intellectual growth and development of the students who attend. A schedule of courses is provided for the students and faculty to facilitate an orderly arrangement of the program of instruction. The fact that classes are scheduled is evidence that attendance is important and students should, therefore, maintain regular attendance if they are to attain maximum success in the pursuit of their studies.

It is recognized that the degree of class attendance may vary with the student, the professor, or the course. It is also recognized that, on occasions, it may be necessary for the student to be absent from scheduled classes or laboratories for personal reasons. On such occasions, all matters related to student's absences, including the making up of work missed, are to be arranged between the student and the professor.

All professors will, at the beginning of each semester, make a clear statement to all their classes regarding their policies in handling absences. Professors will also be responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each course professor.

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. A student should also understand that he or she is responsible for the academic consequences of any absences.

After the equivalent of one and one half weeks of absences from a class, regardless of cause, the student is subject to being withdrawn from the class at the discretion of the instructor. A student so withdrawn may appear before a board of review appointed by the Academic Policies Committee for reinstatement. In the event a student is reinstated, he or she is fully responsible for making up all work missed while the case was pending.

COURSE OUTLINE:

I. The Disciplines

- a. similarities and distinctions
- b. national, state, local curricula and standards

II. Performance Skills across disciplines

- a. inquiry skills
- b. critical thinking skills
- c. problem solving skills
- d. process skills

III. Strategic Learning Across Disciplines

- a. exemplars: analogy, metaphor, simulations, visuals
- b. conceptualization: concept maps, webbing, models, demonstrations, writing, relationships
- c. application and understanding
- d. accessing information/resources

Requirements and Assessment:

1. Field experience requirements (P/F)

NOTE: If a student does not pass the course-related lab experience, they will not receive a passing grade in the course. Lab tasks include the following: The lab setting provides an opportunity for students observe and participate in social studies teaching and learning. It allows students to become familiar with current materials, curriculum and resources available for social studies instruction. Above all, it allows students to practice applying their understandings of social studies and social studies instruction, evaluate these practices and receive feedback on their performance.

2. History Project - 25% - to be discussed in class

3. Curriculum Guide for Georgia's Performance Standards in History and Geography. - 50%

4. Mid-term and Final Exams – and Class participation, attendance, and daily assignments 25%

6. Interdisciplinary Unit - P/F - This will be the unit developed as a part of other classes and examined in this class for social studies content. This unit will be taught in lab ***IF*** possible.

All assignments will be evaluated on the following criteria: accuracy, completeness, clarity, depth of analysis and insight, coherence, well reasoned or argued; clarity of expression, consistent correct usage of standard English.

Lab Assignments:

Activity 1- Teaching ISL in History

Work teaching a pre-planned unit to class as individuals, small groups, and the whole class giving guided practice and/or remediation to students experiencing difficulty in Social Studies. Focus on developing instructional strategies to meet a variety of student needs (exceptionality, diversity, learning styles).

Activity 2- Team Planning/Decision Making

Work on interdisciplinary planning with assigned team. Students will: help plan, conduct research related to the teaching, and gather appropriate materials for any teaching. Examine content standards, courses of study, and curriculum guides including a variety of instructional approaches related to Social Studies examine/develop appropriate means to assess student learning with authentic performance based assessments.

Activity 3 Lab Journal Entries

Well organized thought including details and examples of events and processes
Demonstrates an understanding of the interconnectedness of thought, word, and deed.
Generates questions for further examination

Evaluate your social studies experience in terms of Middle School Organization,
Curriculum, Instruction, and Assessment. Generate questions and concerns about the
use and effectiveness of middle school concepts.