Teaching Social Studies in the Middle and High School  (MGE & SEC 481)

Content Methods- Social Studies- Spring, 2009
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Office Hours:    M 10:30-12:30, 3:00-4:30  W 10:30-12:30, 3:00-4:00 and by appointment

Course Description: This course develops skills, procedures, and strategies for teaching social studies in middle level and secondary schools. Field experiences in public schools are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

Course Rationale: This course prepares and continues to develop teachers whose primary role is to facilitate high level learning of the social studies among all middle and high school students.

Prerequisite(s) SEC 481:EDU 250, SEC 351, 352, PSY 310
Prerequisite(s) MGE 481:MGE 275, PSY 310,

Texts: The textbooks adopted for this course are:

Course Grading/Evaluation:
1. Regular attendance and participation. In class activities will be randomly conducted throughout the semester. Pre-service teachers who attend class and participate will earn at least 10 points for each activity. Those who fail to attend class will receive a zero for the missed activity, which cannot be made up. 100

2. Summary and reflection (theory and practice) of clinical and field experiences. More information is forthcoming. 100 ***

3. Annotated Bibliography of related social studies education articles on reserve. More information is forthcoming. 100 ***

4. Preparation of a unit (two weeks) teaching plan. This is a simulation of the TEACHER WORK SAMPLE. All WKU teacher education students are required to submit a TWS during their student teaching semester. Components of this assignment include. 100***
   A) Contextual Factors 25
   B) Learning Goals 25
   C) Assessment Plan 25
   D) Design for Instruction 25

These four components will also be viewed as your critical performances for your electronic portfolio. A grade on X (INCOMPLETE) will be given if the MGE/SEC 481 critical performances are not properly uploaded onto the WKU Electronic Portfolio System. Students may not student teach with an incomplete grade in teacher education courses.
5. The development of a **Resource Unit.** This is a simulation of what it will probably be like when you are informed that the Board of Education has elected you for a teaching position. More information is forthcoming.

6. Cooperative **group presentation** on one of the six social studies teaching strategies in **Bring Learning Alive.**

7. **Portfolio Items** - Portfolios provide information about one's experiences, abilities, and knowledge about specific tasks. They are used to monitor K-12 students' progress levels throughout Kentucky and are effective resources for educators throughout our nation. In MGE\SEC 481 (Teaching Social Studies), pre-service teachers will have the opportunity to compile a portfolio on **social studies teaching and learning.** Please submit marked (***) assignments in your portfolio when they are due.

8. Please word process 2,3,4, 5 ,and 6. Otherwise, you will earn half credit.

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>650-585</td>
<td>A</td>
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<tr>
<td>584-520</td>
<td>B</td>
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<tr>
<td>519-455</td>
<td>C</td>
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<tr>
<td>454-390</td>
<td>D</td>
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**Plagiarism Policy:** Page 25 of the 2007-2008 WKU undergraduate catalog states the following. “To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism”.

**Student Disability Services:** In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 (745-5004) of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Instructional Methods:**
Course discussions, presentations, field experiences, research, simulations, reading, written assignments, demonstrations, group work, role play

**Course Topics:**
Defining social studies and identifying social studies disciplines, teaching current events, political cartoons, teaching strategies, assessment, resources, current trends, learned societies, instructional planning (short/long range), teaching social studies skills, standards based social studies education.

**KERA Elements Addressed:**
Learning Goals and Academic Expectations, New Teacher Standards, Core Content for Assessment, Program of Studies, KTIP, PRAXIS

**Websites:**
National Council for the Social Studies (NCSS.org)
Kentucky Department of Education (kde.state.ky.us)
Please download the COMBINED CURRICULUM DOCUMENT for SOCIAL STUDIES to be used throughout the semester in this course
(www.kde.state.ky.us) or kyschools.org

Other important items to be emailed to you.
1) KY Teacher Standards
2) Kentucky Teacher Internship (KTIP) Information

Some Pre-assessment questions for you to answer:
These questions are typical of parents to social studies teachers during open house.

1. What specific social studies content is taught in each of the following grade levels?
   5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th
2. List/identify at least five specific social studies skills (middle school OR high school) that social studies teachers are expected to teach students.
3. Besides lecture, identify at least three other strategies for effective teaching/learning of the social studies.
4. What is one effective way to teach current events?
5. Other than the textbook, what resources are available for social studies education?
6. ?????????????????????????????????????????????????????????

NOTES:
Some suggestions for successfully passing the social studies PRAXIS II exam follow.

1. visit [www.ets.org/praxis] -- Search your way to the "test at a glance" section for middle level or high school social studies. That location gives you an overview of the different types of tasks you will be given, and sample test questions with examples of acceptable responses and written explanations as to why the responses are acceptable.

2. Some of the PRAXIS II (content) exam focuses on the analysis of case studies that are aligned with national content standards. Thus, NCSS's *Expectations of Excellence* book (MGE/SEC 481 required text) offers various grade social studies case studies for you to analyze as the case studies relate to NCSS content standards. You should already have a copy of *Expectations of Excellence* from your MGE/SEC 481 class.

3. Review middle level/high school content social studies textbooks that represent various grade levels. For example review texts for...
   - State History and/or State Geography/and/or American History (5th grade)
   - World Geography and/or World Studies (6th grade)
   - World History - early civilizations to the middle ages (7th grade)
   - American History - exploration to the civil war (8th grade)
   - Civics/Government (9th grade)
   - World History – 1600-present (10th grade)
   - American History- 1865-present (11th grade)
   - Psychology, Government, Sociology, Economics, Anthropology, etc (12th grade)

   For each book you review, simply look in the table of contents and identify topics that you are not very knowledgeable about. Then read about those topics in the middle level or high school textbook so that you may gain/digest concrete knowledge in an expeditious manner, particularly since the texts are written at a basic middle school or high school level. Many of my former MGE/SEC 481 students tell me that this has helped them tremendously. A textbook for each of the aforementioned middle/high school grade levels should be available at your student teaching site. If not, you may check out middle level/high school social studies textbooks in the Education Resource Center (ERC) in Tate Page Hall.

4. Review notes/assignments/exams from all of your WKU undergraduate content courses that focused on the social sciences (eg., HIST 119, 240, GEOG, ECON, upper level content courses, etc.).

5. Take PRAXIS exams during student teaching semester.

6. MGE- Middle Grades Teacher Education Students: Review your notes and critical performances (CP) from MGE 275 and MGE 485. According to several of my former MGE students, the MGE 275 CP entitled *The Nature of Early Adolescence and Implications for the Middle Level Educator* has proven to be very helpful for the PRAXIS exam. Moreover, all of MGE 485 CPs and work dealing with *Interdisciplinary Teaming* have proven to be helpful.

MGE/SEC 481- Fall 2008
Teaching Social Studies in the Middle and High School

Required Readings on Reserve in the Education Resource Center (ERC) 366 Tate Page Hall, 270.745.4552


Pratt, L. et al., (2002). A multipurpose guide to teaching the ten


**Special NOTES:**

A: All MGE/SEC 481 students are required to include in their annotated bibliography...
1. At least 3 Teachers’ Curriculum Institute Articles
2. The National Council for the Social Studies Article
3. Sixteen (16) remaining articles of your choice- a nice mixture of SOCIAL EDUCATION, MIDDLE LEVEL LEARNING, and THE SOCIAL STUDIES.

B: Most articles especially *The Social Studies* articles written after 1998 can be obtained via WKU’s online libraries.

1. [www.wku.edu](http://www.wku.edu)
2. Click on Libraries
3. Use your WKU e-mail address as your password, when asked
4. Click on EBSCOhost or Articlefirst
5. If you need assistance, contact the WKU Libraries reference desk at 270.745.6125
6. You may join NCSS at a student rate to access the
THE ANNOTATED BIBLIOGRAPHY (100 points)

Purpose:
The annotated bibliography assists one in ...
... organizing ideas from a variety of sources.
... reviewing major points of the source.
... reviewing one's reaction to the source as it relates to educational theory and practice.
... retrieving information to be used at a later date.
... sharing information with colleagues.

Format:
The annotated bibliography...
... is word processed or typed. (15 pts)
... is presented in alphabetical order by the author's last name. (15 pts)
... is presented in APA style (American Psychological Association). (15 pts)

See APA Essentials website—

... contains a summary (theory) and reaction (practice) of each source. (40 pts)
... has summary and reactions that have been limited to one page for each source. (15 pts)

There are at least seven reasons why we are qualified to make judgment calls (acceptance/rejection) regarding an article’s theories (ideas) as such theories relate to actual school practice.

1.) We all have experienced the middle/high school level as actual students.

2.) We have and/or will gain experience in analyzing the harmony between educational theory and practice in other education courses.

3.) We have the opportunity to observe actual school practice during our field experiences.

4.) Cooperating teacher/practitioner testimony during field experience helps us make theory/practice judgment calls.

5.) Middle level student testimony helps us make theory/practice judgment calls.

6.) Some of us are/were parents of middle level and or high school students.

7.) Some of us have experienced middle level and/or high school substitute teaching.