



**Fayetteville State University
College of Humanities and Social Sciences
Department of Government and History**

Secondary Social Studies Studies - Educ. 460.00

1. LOCATOR INFORMATION

Semester: Fall Year 2009

Course and Number: Educ 460.00 Methods and Materials in Secondary School Subjects (Social Studies)

Credit Hours: 3

Office Hours : 1-4 pm; M- R

Instructor: Stanley Johnson

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FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

2. COURSE DESCRIPTION

This course is a study of the objectives, materials, and procedures Designed to facilitate students" learning in secondary subjects.

3. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

4. TEXTBOOK: Zevin, Jack. *Social Studies for the Twenty-First Century, 3rd Ed.*, Lawrence Erlbaum Associates Inc, 2007

5. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the Secondary Program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence; educational applications; and caring dispositions and ethical responsibility.

6. COURSE GOALS, OBJECTIVES

1. Develop lesson plans based upon facts, concepts, and generalizations
2. Compose instructional objectives that address levels of learning
3. Develop an instructional unit in own field of concentration
4. Express and examine higher order questions in relationship to social studies materials, topics, and procedures
5. Select and teach basic social studies skills

7. North Carolina Professional Teaching Standards Adopted 2007

Include the standards and the assessment(s). Only include the standard or standards you will address in this course.

Standards	Assessment(s)
Standard 1- Leadership; Use data to organize, plan set goals; Use Variety of assessment data; Analyze data	Lesson plans, units, class discussions, demonstrations, trial lessons, revised assignments will be evaluated.
Standard 2.-Establish Respectful Environment;	Class discussions, review of

Demonstrate Knowledge of Diverse Cultures; Select materials that Counteract Stereotypes;	assignments
Standard 3- Know Content; Teach the <i>NCSCOS</i> ; Develop literacy skills appropriate to specialty area; Know subject beyond the content they teach; relate to content of other disciplines	Examination of lesson plans, materials, units, and presentations
Standard 4 - Facilitate Learning; Know how students think and learn; keep abreast of evolving research; Use data for short and long rang planning; Help students to use technology to learn content and to think critically	Review of all assigned materials
Standard 5. Reflect on Their Practice The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.	Development of term project

8. DIVERSITY

Describe how diversity is integrated into your course. (E.g. Through readings, discussions, reflections, lesson planning, research, and field experiences, candidates should: (1) understand diversity in a broader sense; (2) understand the role that diversity plays in teaching and learning; and (3) practice culturally responsive instruction and assessment. Tell how you will assess diversity in this course.

9. TECHNOLOGY

Describe how technology is integrated into your course. Write a brief description of how technology is used in your course. How will you assess technology in this course?

10. DISPOSITIONS

Describe the dispositions which will be addressed in this course. What assessments or assignments will the candidates complete?

11. GENERAL REQUIREMENTS

1. Identify and use procedures from current social studies references
2. Demonstrate awareness of historical influences in social studies education.
3. Select and design instructional experiences for learners of diverse backgrounds.
4. Demonstrate the use of professional literature in lesson and unit planning
5. Design and use inquiry strategies for lower and higher level skill development

6. Read and interpret data in non-narrative form
7. Demonstrate knowledge of decision making
8. Demonstrate capacity to balance issues and to remain objective
9. Use Data to Organize, Plan, and set Goals
10. Adapt Teaching for the Benefit of Students with special Needs
11. Teach *North Carolina Standard Course of Study*
12. Use Data for Long and Short Range Planning
13. Collect and Analyze Student Performance Data

12. EVALUATION CRITERIA

1. Class Discussion – 10%
2. Philosophy of Education-10%
3. Outline of Chapters- 10%
4. Lesson Plans -10%
5. A Teaching Unit- 10%
6. Term Project- 20%
7. Classroom Visitation-10%
8. Critique of Article- 10%
9. Professional Development Activities(2)- 10%

13. COURSE OUTLINE (with Assignment Schedule)

Course # or Date	Topic	Assignment Due
First Week of Class	Purposes of education	Written Philosophy of Education
First Week	Strategies for Teaching// Promoting Reflective Inquiry	Outline of Chapters 5 and 7 In Text
	Lesson Planning- Components	Lessons Plans (2) in sequence
Second Week	Presentation of Lessons; Using Technology to Enhance Instruction	Two Suggestions for Use of Technology With Explanations
Second Week	Developing the Teaching Unit	A Teaching Unit
Third Week	Cultural Diversity in the Classroom	Term Project; also see chap. 10 in Text
Third Week	Developing Citizenship Skills	Classroom Visitation Reports
Fourth Week	Review of Standards for Social Studies Standards	See Chap. 4 in text
Fourth Week	Social Concern and Ethical Growth	
Final Week	Continued Professional	Professional Development

	Development	Activities Reports (2)
Final week	Evaluating Social Studies Innovations	Critique of Article

14. TEACHING STRATEGIES (E.g., large and small group activities, individual and group projects, field observations, reflections, structured overview, lecture-discussion, demonstration, discussion, role play, panels, case studies, and Internet research, on-line discussion board.

15. UNIVERSITY POLICIES

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

16. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

NCSS Materials

1. Ankeney, Kirk. Et. Al. Ed. Bring History Alive ... NCHS, 1996
2. Atwood, Virginia. Ed. Elementary School Social Studies NCSS Bu. # 77 1991
3. Bannister, Sharon and Wells, Twyla R. Teaching American History Through the Novel, J. Weston Welsh, 1995
4. Barton. Keith. and Levstik. Linda Teaching for the Common Good LEA, 2004 Malweh, N.J.
5. Christianson, Mary. Et. Al. Teaching Together/School University Collaboration ... NCSS Bu. 98, 2001
6. Crocco, Margaret S. and Davis Jr. O.L. Building a Legacy: Women in Social Education, 1784-1984. NCSS Bu. 100, 2002

Scoring Rubric

Lesson Plan

1. Objectives //20%
2. Methodology // 20%
3. Content // 20%
4. Materials for Instruction // 10%
5. Outcome/Evaluation// 20%
6. Follow-Up // 10%

Unit Plan

1. Goals and Objectives // 20%
2. Subject Area – Content // 20%
3. Daily-Weekly Instruction(Sequence) // 10%
4. Methodology // 20%
5. Materials and Resources // 10%
6. Culminating Activity // 20%