



FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION
DEPARTMENT OF MIDDLE GRADES, SECONDARY
& SPECIAL EDUCATION

1. LOCATOR INFORMATION

Semester: Fall

Year: 2009

Credit Hours: 3

Course Number and Name: EDUC 462- Mtd of Tch Soc Stud Middle Sch

Course Location & Meeting Time: BU 307, M, 0500PM-0750PM

Office Hours

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2. COURSE DESCRIPTION: EDUC 462 (Methods & Materials of Teaching Social Science in the Middle Grades)

As introduction to the knowledge base, teaching strategies, resources and materials basic to middle grades social studies education. Prerequisite: Admission to teacher education. Field experience required.

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:

Martorella, Peter H., Beal, Candy and Mason Bolick, Cheryl (2005). Teaching Social Studies in Middle and Secondary Schools, 4/E

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 middle grades 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 and educational applications; and caring dispositions and ethical responsibility.

6. COURSE GOALS AND OBJECTIVES

7. NCDPI, NCATE OR SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standard, the NCATE Standard, and the assessment(s). Only include the standard or standards you will address in this course.

Standards Used in this Course	NCDPI Middle Grades Social Studies Standards	NCATE Standard(s)	Assessment(s)
	1. Middle level social studies teachers have a broad knowledge of world cultures, understand the interdisciplinary nature of social	Content Knowledge Pedagogical Content Knowledge	

	studies, and use this knowledge in their teaching.		
	2 Middle level social studies teachers connect social studies with the broad curriculum.	Content Knowledge Pedagogical Content Knowledge	
	3. Middle level social studies teachers understand the relevant applications of social studies and use that knowledge in their instruction.	Content Knowledge Pedagogical Content Knowledge	
	4. Middle level social studies teachers plan developmentally appropriate instruction that expands the horizons of young adolescents beyond local communities.	Pedagogical Content Knowledge Professional and Pedagogical Knowledge	

8. CORE STANDARDS

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

Standards Used in this Course	NCDPI Core Standards	Assessment(s)
	1. Teachers know the content they teach.	
	2. Teachers know how to teach students.	
	3. Teachers are successful in teaching a diverse population of students.	
	4. Teachers are leaders.	
	5. Teachers are reflective about their practice	
	6. Teachers respect and care about students.	

9. DIVERSITY

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

Diversity Standards Used in this Course	NCDPI Diversity Standards	Assessment(s)
	1. Teachers understand the central concepts, tools of inquiry, and structures of the	

	discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	
	2. Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	
	3. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.	
	4. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	
	5. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	
	6. Teachers of diverse students are reflective practitioners who are committed to educational equity.	

10. TECHNOLOGY

This course will help strengthen and enhance the candidates' technological competence and skill in using technology. Candidates will use a variety of technologies to enhance their technological competence in this course. Some technologies for this course may include: productivity tool (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, grade book, video camera. Check all that applies for this course. Please include any technologies that you use that are not listed.

	Technological Applications for this Course
	Productivity tool (Power Point)
	Presentation software
	Internet
	Web page construction
	e-mail
	On-line applications
	Grade book
	Video camera
	Scanner

	Excel
	Smart board
	Lap Top and LCD panel
	Music Stereo and CD

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

Technology Standards Used in this Course	NCDPI Technology Standards	Assessment(s)
	1. Teachers demonstrate a sound understanding of technology operations and concepts.	
	2. Teachers plan and design effective learning environments and experiences supported by technology.	
	3. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	
	4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	
	5. Teachers use technology to enhance their productivity and professional practice.	
	6. Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.	

10. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addressed through readings, modeling, and reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strength the following dispositions.

Professional Competence		Professional Responsibilities	
	Appreciates and engages in self-reflection		Dresses appropriately for the setting
	Shows a commitment to ongoing learning		Is punctual
	Desires to learn and apply new technologies		Attends class regularly and participates in the class
	Is receptive to new ideas and feedback		Completes assignments and tasks in a timely manner
	Writes and speaks clearly and effectively		Willing to go beyond required assignments
	Uses culturally sensitive language when communicating with families		Shows initiative and motivation
	Respects the privacy of students and their families		Assumes fair share of responsibilities
Professional Dispositions and Qualities		Professional Integrity	

