

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER DEVELOPMENT**

Instructor: Mia Wuchte

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Office Hours: By appointment

Course Description:

EDTD 6231 – Current Best Practice in SS Instruction

In this course students will examine three models of inquiry centered social science instruction: historical investigations, simulation problem solving with decision tree strategies, and hypothesis testing. All three models emphasize the development of conceptual understanding and the integral use of complex thinking skills in learning subject matter. Students will examine adaptations of these models to learners of varied ages and developmental characteristics. Prerequisite(s): Admission to the graduate program.

REQUIRED TEXTS:

Duplass, James A (2006), *Middle and High School Teaching: Methods, Standards, and Best Practices*. Houghton Mifflin Company: Boston.

Duplass, James A (2008), *Teaching Elementary Social Studies: What Every Teacher Should Know*. Houghton Mifflin Company: Boston.

LiveText Membership: LiveText is required course material that will be used in every education class. This is a one time purchase and can be bought in the bookstore or online [https://www.livetext.com/purchasing/membership_student.html].

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.
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.
7. Plan instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
8. Understand and use authentic to evaluate and ensure the continuous intellectual, social, and psychological 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.

COURSE OBJECTIVES:

1. Students will be able to explain and demonstrate their understanding of the national and GPS standards/concepts; practice the skills of inquiry, decision-making, discovery, concept formation and attainment, and problem solving used in these disciplines; and incorporate the values, beliefs and attitudes needed for civic competence. CFP 1, 4; ISL 1
2. Students will apply these understandings of what children should be able to understand and be able to do through developmental tasks, lesson and unit planning that accurately reflect the content and skills of the disciplines; and both national and GPS social studies standards that are appropriate to elementary, middle school or high school-aged learners. CFP 4, 7; ISL 1, 2, 3
3. Students will be able to critically analyze print sources (textbooks newspapers and journals, etc) and non print materials (audiovisual, technology, etc) regarding their content accuracy and adequacy; perspective, currency, learner appropriateness, complexity, so that they make critically informed decisions regarding the use of materials in social studies instruction. Students will be able to apply reading to learn principles in designing, implementing, and evaluating instructional activities that incorporate use of written material of various types. CFP 1, 4, 6, 8; ISL 1, 2, 3, 4
4. Critically analyze and evaluate knowledge, skills and values of learners in planning social studies instruction and learning assessments. CFP 1, 4, 6, 7, 8; ISL 1, 2, 3, 4
5. Students will become familiar with various electronic as well as print sources of information, data, simulations, area resources (people and places) that illustrate the concepts of the disciplines and that can be utilized in social studies instruction. CFP 1, 4, 6, 7; ISL 1, 3

COURSE POLICIES:

ATTENDANCE POLICY (for an 8 week course):

Attendance and punctuality are required except in extreme emergencies. The maximum number of absences for this class is one. You may be withdrawn from the class on the second absence. **If you are absent** (even once), you will be required to do a one page reflective paper citing two articles about a current teaching method in social studies education. This make up assignment is due within two days after the absence via email. Failure to turn in assignment will result in an **additional** deduction of 10 points each to attendance and participation totaling 20 points. **Be on time for class!** If you are tardy more than one time, the same assignment applies. Also, each tardy will count as one-third of an absence.

All assignments will be submitted via LiveText. Late assignments will be penalized 15 points per day. **Assignments will not be accepted at all three or more days beyond the due date.** Please type all assignments professionally (correct spelling, grammar, punctuation, etc.) Points will be deducted for spelling and grammatical errors. Use APA style for references as needed.

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/OTHER-ABILITY: If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall (706-737-1469).

Keep your cell phones turned off or on silent. **Also, do not have your lap tops on during class unless it is required as a special needs accommodation.**

Children or other relations should not be brought to class.

You are expected to check your ASU Campus Pipeline email account on a daily basis.

Student grievances should follow the policy as outlined in the ASU catalog.

COURSE REQUIREMENTS:

1. Attendance- (70 pts)
2. Participation/Group Discussions- (70 pts)
 - a. Participation will be determined based on participation in every aspect of the class including active participation in discussion and attention during all aspects of class.
3. Read the following prior to class and be prepared to discuss:

3/3/10-

*Middle and High School Teaching...*Unit 2: The Effective Teacher: Topics 6-10

*Teaching Elementary Social Studies...*Unit 5: Elementary School Context: Topics 28-35

3/10/10-

*Middle and High School Teaching...*Unit 5: Instructional Approaches: Topics 21-25

*Teaching Elementary Social Studies...*Unit 6: Topics 36-41

3/17/10-

*Middle and High School Teaching...*Unit 6: Methods: Topics 26-36

Teaching Elementary Social Studies...Unit 7: Topics 42–54

3/24/10–

Middle and High School Teaching...Unit 7: Assessing Student Learning: Topics 37–40

Teaching Elementary Social Studies...Unit 8: Topics 55–58

3/31/10– **No class**; use time for research

4/7/10– *Spring Break*

4/14/10– *Presentations/Peer Evaluations*

4/21/10– *Presentations/Peer Evaluations*

4/28/10– *Presentations/Peer Evaluations*; last day of class

4. Discussions will be submitted via LiveText. Length: 300–500 words; double-space with one inch margins; cite APA at bottom of paper. (100 pts each)
 - a. What makes an effective teacher? Submit by midnight on: **3/7/10**
 - b. Evaluate the different types of instructional approach and its impact on student learning. Submit by midnight on: **3/14/10**
 - c. Compare at least three teaching methods and explain how it will meet student needs. Submit by midnight on: **3/21/10**
5. ISL– (200 pts) Submit to LiveText by midnight on: **3/31/10**
 - a. Some of the components of the ISL will not be completed. In this course, only the following sections need to be completed: 1, 3, 4, & 5. In your ISL, you will be creating a unit plan for a social studies concept (with a minimum of 5 days of lesson plans).
 - i. If you are not currently working at a school, you may choose a local school.
 - ii. Lesson plan templates, ISL template, checklists are available on LiveText and/or the teacher education website.
6. Demonstrate/Present Social Studies Method– (200 pts):
*******(Demonstration/lesson cannot be one from ISL unit)*******
You will sign up to present a teaching strategy/method (75 points) to the class. You will choose a social studies topic and teach a grade appropriate lesson (lowest grade level 4th

grade) citing the specific GPS used. Make the presentation interactive, creative and not more than 15 minutes. Following your teaching presentation, you will give each student a handout (10 points) with a summary of your teaching strategy from a teacher's perspective, why and how this is an effective lesson, and actual classroom application. You will also need to turn in a hard copy of your lesson plan to me at the beginning of class (although you should have already submitted via LiveText) (100 points). [Points will be deducted for lack of preparation]. Each student will complete a peer evaluation provided by instructor for each presentation (15 pts). Follow lesson plan template available on LiveText: Submit by Live Text by your assigned due date.

Days allotted for presentations:

- i. **Present on 4/14/10; Submit LiveText by 4/13/10:**-----
 - ii. **Present on 4/21/10; Submit LiveText by 4/20/10:**-----
 - iii. **Present on 4/28/10; Submit LiveText by 4/27/10:**

7. Research Paper (200 pts)– APA format; at least 8–10 pages; minimum of five resources (at least two books); paper should be typed, double–spaced, font size 12 (Times New Roman) with 1 inch margins; title page, abstract, reference pages are not included in the page requirement. **Submit to Live Text by midnight on 4/18/10.** Describe how inquiry centered instruction and the use of complex thinking skills help the development of conceptual understanding in learning social studies. Evaluate the research and critically analyze and develop your own perspective and its application to your classroom. Your written summary will consist of the following parts:
- a. **Introduction**: rationale for inquiry based learning
 - b. **Context**: what do the major researchers in this area have to say about the topic?
 - c. **Instruction**: description of how you would apply this component to your class.
 - d. **Evaluation**: how would you assess the effectiveness of your application? Be very specific. You are primarily interested in the learning of your students.

GRADING SCALE:

A= 936–1040 B= 832– 935 C= 728– 831 D= 624–727 F= <624