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# ED 317 – Teaching Social Studies

**Fall 2020**

**Monday/Wednesday**

**9:30 – 10:50**

**Harbert 126**

**College Catalog Description**

Provides teacher candidates with philosophy, content knowledge, techniques, and materials to assist them in the teaching of social studies in grades K-6. Responsible citizenship and the importance of multi-cultural education is stressed. Attention will be given to teaching children with special needs. Laboratory required. A service-learning integrated course. Prerequisite: admission to the Teacher Education Program. Fall.

**Comprehensive Description (Specific ACTS Indicators/Topics Covered/Standard Numbers)**

This course introduces candidates to the major concepts of the social studies and to how those concepts inform students’ decisions as citizens of a diverse society and an interdependent world. Students will use their understanding of student differences in development, approaches to learning, language, and culture to create appropriate and engaging learning opportunities. Candidates will investigate and incorporate effective verbal and nonverbal communication techniques to foster collaboration, classroom community, and inquiry. **Elementary Standards 2.4, 3.2, 3.5. Special Education 1.1.1, 6.1.3.**

**Required Texts**

Ahmed, S. (2018). Being the change: Lessons and strategies to teach social comprehension

Beers, K. and Probst, R.E. (2016). Reading nonfiction: Notice & note stances, signposts, and strategies

**Teacher Education Department Conceptual Framework/Guiding Principles**



***Purposeful and intentional teaching focused through a liberal arts lens***

The Conceptual Framework the Guiding Principles of teacher education shared by Birmingham-Southern College and the Department of Education. It is a collection of “this we believe” statements which, together, shape the vision of the liberally educated teachers we seek to produce.

These statements reflect our Department’s philosophical stance, support decisions of continuing acceptance into the Teacher Education Program, shape the nature of classroom teaching within the Department, influence field experiences, internships, and seminars, and help determine text selections. Embedded within the Conceptual Framework are professional and personal dispositions we believe to be crucial attributes of an effective teacher and to be in concert with the liberal arts mission of the College.

We believe that purposeful and intentional teachers:

*1. Demonstrate Intellectual Curiosity*

We believe that purposeful and intentional teachers are intellectually curious. We define Intellectual Curiosity as any interest that leads to inquiry. We believe this intellectual curiosity, this wakefulness of mind, is a vital quality of an effective teacher. Intellectually curious individuals exist in a state of constant learning, reading, and researching. Intellectually curious individuals persistently seek solutions to problems and connections between and among divergent topics.

*2. Demonstrate Philosophical, Pedagogical, and Academic Grounding*

We believe that purposeful and intentional teachers know, know why, and know how.

Purposeful and intentional teachers know – they have wrestled with knotty questions and complex academic content from a variety of disciplines.

Purposeful and intentional teachers know why – they have developed a philosophical stance which informs their teaching decisions.

Purposeful and intentional teachers know how – they have acquired a repertoire of teaching moves informed by their pedagogical studies. These teaching moves include the ability to select and use resources and technologies to support teaching and learning.

Purposeful and intentional teachers can clearly articulate their beliefs about teaching and learning, cite supporting research and philosophical underpinnings, and speak to informed applications in a variety of classroom settings.

*3. Practice Reflective and Intentional Teaching*

We believe that purposeful and intentional teachers hold a set of principles which guide the decision-making process and which inform practice. We believe that effective teachers do what they do on purpose – each teaching move is intentional and reasoned. We believe that “intentional teachers are thoughtful, reflective people who are conscious of the decisions they make and the actions they take; they live and teach by the principles and practices they value and believe in” (Miller 2008).

*4. Practice Advocacy for the Community, the Profession, and for All Children*

We believe that purposeful and intentional teachers know, respect, participate in, and advocate for the communities in which they teach.

We believe that purposeful and intentional teachers serve as advocates for the teaching profession. They participate in professional organizations and contribute to the “professional conversations” of their peers. Their actions and attributes are models of advocacy.

We believe that purposeful and intentional teachers know, respect, and advocate for ALL children. They advocate for whatever is necessary to meet the needs of individual members of their learning community.

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| **Standard Number** | **Standard** | **Course Assignment** | **Assessment Instrument** |
| Elementary 2.4 | Candidates know, understand, and use the major concepts and modes of the social studies – the integrated study of history, geography, the social sciences, and other related areas – to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. | Teaching Units (2): | Checklist and Rubric |
| Elementary 3.2 | Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to students from diverse populations. | Teaching Units (2):  This standard will be evaluated in the “text set” and “diversity focus” sections of the teaching units. | Checklist and Rubric |
| Elementary 3.5 | Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry collaboration, and supportive interaction in the elementary classroom. | “What I am Learning about the Power of Communication” Journal | Rubric |
| Special Education  1.1.1 | Understand how language, culture, and family background influence the learning of individuals with exceptionalities. | “Culture and Identity” Journal  Identity Map | Checklist |
| Special Education  5.1.3 | Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. | “Schools, Faculties, Facilities, and Families” Journal | Checklist |

**Assignments:**

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| **Assignment** | **Points Possible** | **Grading Tool** |
| **Teaching Units:** Candidates will develop one teaching unit including five lesson plans which will be taught virtually in a fifth-grade classroom. | **200** | **Rubric** |
| **Electronic Journal**: Candidates will maintain an electronic journal divided into the following sections: (1) Culture, Identity, and Diversity; (2) Communication; (3) Schools, Faculties, Facilities, Accommodations/Adaptations, and Families; and (4) Readings. | **100** | **Checklist** |
| **Resources**: Candidates will create a Social Studies Pinterest board and Goodreads Site for cataloging resources, articles, teaching strategies, etc. | **50** | **Checklist** |
| **Written Exams:** Candidates will complete a mid-term exam. | **100** | **Rubric** |

**Grading Scale:**

A=93-100; A- = 90-92; B+ = 87-89; B= 83-86; B-= 80-82; C+= 77-79; C=73-76; C-= 70-72

**Honor Code:**

Please be reminded that the BSC Honor Code applies to this class as well as to all your classes. You should review the Honor Code since it applies to your time in class, your behavior outside of the class, and to your work submitted to meet class requirements. You should pay particular attention to the section in the Student Handbook defining plagiarism since you will be completing written and oral assignments for this course.

**Academic Accommodations:**

Students who require academic accommodations due to a disability should make an appointment with me as soon as possible to discuss these accommodations. If you have not established your academic accommodations through the Office of Accessibility, but need assistance due to a disability, please contact that office as soon as possible.