



University of Memphis College of Education

College of Education
The University of Memphis
Instruction and Curriculum Leadership
ICL 4006 & 6006
Teaching Methods in the Middle Grades:
Social Studies
Fall 2009
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College of Education Norms

I take 100% responsibility.
I seek equity of voice.
I am willing to talk about sensitive issues.
I listen for understanding.
I appreciate the strengths and contributions of others.
I bring positive energy and encouragement to the team.
I commit to the mission of the college.

ICL 4006 & 6006: Teaching Methods in the Middle Grades: Social Studies

Course Description: Curriculum, methods and materials for teaching social studies and global education to middle school students.

Prerequisites: Unconditional admission to TEP.

Text(s): (*) REQUIRED FOR THE COURSE

* P.H., Martorella, C.M., Beal, C.M., Bolick (2005). Teaching Social Studies in Middle and Secondary Schools. Pearson Prentice Hall.

Hoge, J.D., Field, S.L., Foster, S.J., & Nikell, P. (2004). Real World Investigations for Social Studies: Inquiries for Middle And High School Students Based on the 10 NCSS Standards. Prentice Hall.

Lee, Menkart, and Okazawa-Rey (1997). Beyond Heroes and Holidays. Network of Ed on the Americas.

Banks & Banks (1997). Multicultural Education. Allyn & Bacon.

Banks, James (1997). Teaching Strategies for Ethnic Studies. Allyn & Bacon.

Support of Conceptual Framework: This course is designed for future educational leaders working with diverse communities to develop the

knowledge, skills, and dispositions for teaching Social Studies in the middle school.

Methods of Instruction:

- Lecture
- Discussion
- Group Work
- Individual Activities
- Field Experience

****Key Assessments: Standards-based Lesson Plan, Unit Plan, and Clinical Teaching Evaluation**

Course Objectives:

In order to prepare and encourage pre-service middle grades education teachers with the abilities to model creative/critical thinking, problem solving, decision making, and responsibility taking behaviors, the goals for this course are:

1. students will develop a knowledge base of effective social studies instruction.
2. students will observe and learn effective social studies teaching strategies.
3. students will practice planning and implementing these strategies.
4. students will utilize a variety of social studies literacy strategies to promote language and reading development for middle school students.

Assignments, Exams, and Grading Criteria:

| | % - | Points Possible | | Grading Scale | Point % |
|--|-------------|------------------------|--|----------------------------|----------------|
| 3 Quizzes & Final Exam | = 20% | 20 pt ea. 80 pt. | | 93-100 A | 280-259 pt. |
| **3 Lesson Plans | = 25% | 20 pt ea 60 pt. | | 84-92 B | 258-234 pt. |
| **1 Unit Plan | = 25% | -- 60 pt. | | 75-83 C | 233-211 pt. |
| **Clinical Teaching Evaluation | = 25% | -- 60 pt. | | 66-74 D | 210-184 pt. |
| <u>3 Article Reviews & Participation</u> | <u>= 5%</u> | <u>5 pt ea 15 pt.</u> | | | |
| | | Total 280 pt. | | Notebook = 5 Points | |

Course Requirements:

Professional Participation: Your active participation in this class is essential for building a productive learning community. It is expected that you will give freely of your ideas, constructively react to the ideas of others, and offer constructive suggestions for the good of the group. Responsibility for participation also includes: completing assigned readings and computer activities, willingness to take risks in sharing your opinions, and verbally participating in class discussions and activities.

Attendance Requirements for this Course: Students are expected to attend all classes for the full time period called for in the schedule, and complete all readings prior to the class meeting assigned. Students with 2 unexcused absences will have a letter grade deducted and students with more than two (2) unexcused absences will be dismissed from the course with a grade of "F." It is the responsibility of students to provide satisfactory evidence of medical or other emergencies that may qualify as an excused absence to the instructor. In the event that a student has more than two (2) unexcused absences, s/he will be permitted to drop the course without penalty. A student who is absent the day of the Final Exam without permission from the instructor will incur a "F" for the exam.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing*

the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination. The faculty is required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association (APA)* available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant university policies concerning *plagiarism*. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Assignments, Quizzes, Exams, Lesson Plans, Unit Plan, Article Reviews, & Clinical Teaching

The learner will have the opportunity to gain and expand their knowledge, dispositions, and performance by completing or participating in required activities. All written material must follow the APA guidelines and be logically organized. All assignments are expected to be completed no later than the scheduled due date and are to be turned in at the beginning of class. In extreme circumstance and with prior notice, a student may arrange with the instructor for variance from the scheduled submission time. All clinical teaching paperwork, lesson plans, unit plans, and article reviews are to be completed on time, turned in, and then kept in notebook along with other handouts as given by the instructor.

| Tentative Course Schedule | | |
|----------------------------------|---|--|
| (Subject to change) | | |
| Date | Content | Due for Class |
| August 31, 2009 | Syllabus, Introduction, Course Assignments, & State Standards & Appendix A (NCSS) | Contact information Background checks, fingerprinting, & DCS checks for placement for Field Service |
| September 7 | Holiday | No class |
| September 14 | Chapters 1-2 | Article 1 |
| September 21 | Chapters 2-3 | Lesson Plan 1 |
| September 28 | Chapter 4 | Quiz 1 (chapters 1-4) |
| October 5 | Chapters 5-6 | Article 2 |
| October 12 | Chapters 7-8 | Lesson Plan 2 |
| October 19 | Fall Break | No Class |
| October 26 | Chapters 9 | Quiz 2 (chapters 5-8) |
| November 2 | Chapters 10-11 | Article 3 |
| November 9 | Chapters 12 & Presentation(s) | Lesson Plan 3 |
| November 16 | Presentation(s) | Quiz 3 (chapters 9-12) |

| | | |
|----------------|---|---|
| November 23 | Guest Speaker | Written report for Field Service |
| November 26-29 | Thanksgiving Holiday | No classes |
| November 30 | Presentations | |
| December 7 | Presentations Wrap up & Review for final | Field Service time sheets & cooperating teacher forms Notebook completed |
| December 14 | | Final Exam |

Exams and Quizzes

There will be three quizzes and one final exam during this course. Each of these will derive from the textbook and other assigned reading material.

Lesson Plans, Unit Plan, & Articles

Three lesson plans will be required. These plans will follow the format as outlined in the COE program with the appropriate state standards addressed.

A **unit plan** for social studies will be required with three or more lesson plans included. These lesson plans can be the required three or three different plans. The unit should address a theme in a middle school or secondary grade level and cover the required State/NAPE standards. The unit plan should include an index of the content of the unit, a timeline of activities, TN standards addressed, a sample of activities, use of technology, materials needed, and a sample of assessments that will be used to check for student understanding.

Presentation of one lesson plan will be presented to class. The student will be evaluated according to the Tennessee Evaluation Model. The student will be responsible for all materials needed and peers will participate in the lesson presentation.

Three Reflective Articles are to be read and critiqued. Each article is to reflect a different teaching strategy that is used in teaching social studies. A copy of the article is to be attached to the critique. The critique should include (1) a summary and (2) how this strategy could be used in your in the classroom. Articles will be shared with the class for discussion.

Clinical Teaching Evaluation

Undergraduate students will be required to complete 12 hours of clinical field experience with a veteran teacher. Graduate students will be required to complete 18 hours of clinical field experience with a veteran teacher. This experience will offer the student the opportunities to gain insight in how to teach in a social studies classroom and how to effectively manage a classroom. The instructor will select the assigned school for each placement. Before any student can be assigned to a school he/she must submit to a FBI criminal background check, a DCS background check and be fingerprinted. These 3 items must be submitted to ICL

department prior to the second class meeting. (The appropriate forms are located on the ICL website) The student will be responsible for the appropriate forms, questions, and time sheets, which will be placed in his/her notebook when hours are completed.

Notebook

A notebook will be required to organize all lesson plans, unit plans, graded reflective articles, a copy of Tennessee's standards for social studies, a copy of the National standards for Social Studies, and any other material as provided by the instructor. It must include an index and the forms/timesheets from the student's clinical teaching experience.

Cell Phones

In the age of technology the use of cell phones has become a regular part of daily life. Past abuse of this technology has led to the following requirement for this class. "The use of cell phones during class time will be prohibited." This includes text messaging. Cell phones must be turned off or placed on vibrate during instruction time. All cell phones must be turned off during any quiz, exam, or presentation.

Inclement Weather or Class Cancellation

In the event of a class being cancelled due to weather or other circumstances by the university, your assignment or instructions for the class will be either e-mailed, placed on the UMdrive, or in ecourseware. If for some unforeseen reason the student can not access the assignment, the student will need to contact the instructor.