



Instructor: Dr. Andrew Milson

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Description of Course Content

Methods and materials for social studies teaching and learning at the secondary school level. Emphasis on establishing a productive classroom environment, curriculum planning, implementation of effective instructional strategies, integration of educational technologies, and assessing student learning. Includes field-experience in a social studies classroom in a local middle or high school. The two-hour application of lecture/theory will require students to spend time in a grades 8-12 social studies classroom during normal school hours, 8 a.m.-4 p.m., Monday-Friday.

Student Learning Outcomes

Social Studies teachers should possess the knowledge, capabilities, and dispositions to:

1. provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development.
2. create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners.
3. use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
4. create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation.
5. use...verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.
6. plan instruction... based on understanding of subject matter, students, the community, and curriculum goals.
7. use formal and informal assessment strategies ... to evaluate and ensure the continuous intellectual, social, and physical development of learners. They should be able to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies.
8. develop as reflective practitioners and continuous learners.
9. foster cross-subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being.

National Council for the Social Studies Pedagogical Standards

The teacher:

1. understands historical/social studies terminology and concepts; the philosophical foundations of historical/social science inquiry; relationships between history and other disciplines; relationships among and between social science disciplines and other content areas; and skills for resolving conflicts, solving problems, and making decisions in historical/social studies contexts. (History Competency 16; Social Studies Competency 20)
2. interprets diverse sources of historical information, and uses methods to communicate historical information. (History Competency 17)
3. understands sources of social studies information and knows how to interpret and communicate social studies information in various forms. (Social Studies Competency 21)
4. understands social science and historical research methods, including procedures for formulating research questions and for organizing, analyzing, evaluating, and reporting historical/social science information. (History Competency 18; Social Studies Competency 22)
5. understands the Texas Essential Knowledge and Skills (TEKS) in social studies; knows how to plan and implement effective history/social studies instruction, including helping students make interdisciplinary



connections and develop relevant reading skills; and knows procedures for assessing students' progress and needs in history/social studies. (History Competency 19; Social Studies Competency 23)

Texas Examinations of Educator Standards (Grades 8-12 History and Social Studies)

Required Course Materials

All course readings are available on electronic reserve through the UTA library. To access the course readings:

1. Go to the Library home page at <http://www.uta.edu/library/>
2. Click "Reserves"
3. Use the drop-down menu to locate "Instructor – Andrew Milson"
4. Select the article you wish to view or print.
5. Click the "E-items" link to open the pdf document.
6. The "Logon" prompt will be displayed. Enter your NetID and password. If accessing the E-reserves from OFF CAMPUS you may have to enter the UTA domain name & a backslash (uta\) prior to your NetID.

Major Assignments

Your course grade will be determined by your performance on the following assignments. See the course calendar for due dates. See the last pages of the syllabus for assignment instructions.

1. Social Studies Unit Plan (40%)
2. Countdown Papers (40%)
3. Formative Assessments (20%)

Grading Policy

Refer to the course calendar for specific due dates for assignments. Assignments should be saved as PDF documents and posted to Blackboard. **Assignments will not be accepted after the due date.** Problems with technology will not be accepted as an excuse for failure to post assignments by the due date. Plan ahead!! **No make-up work or extra assignments will be accepted in order to improve your grade.** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

Grading Scale: A = 90–100%; B = 80–89%; C = 70–79%; D= 60–69%; F = below 60%

Attendance Policy

You are expected to attend all class meetings for the entire scheduled class time. Grades will be assigned for unannounced formative assessments and other activities (such as the unit planning committee) that occur during the scheduled class time. There are no make-ups for these assessments. Frequent absences may result in instructor initiated withdrawal from the course.

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).



Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity

At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services Available

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

Electronic Communication Policy

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Final Review Week

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations



constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Field Experiences

Field placement and successful participation in field experience is a requirement of EDUC 4343. Students who are removed at the request of the school/district from their field placement in this course and are therefore, unable to complete the field portion of the course and the required assignments related to the field placement will not be allowed to complete the course. They must drop the courses prior to the university deadline, or they will fail the course.

Students who earn a "D" or an "F" in any education (EDUC/EDTC) or reading (LIST) class must retake the course in order to be certified. If a student earns a "D" or "F" prior to Early Field Experience or Student Teaching, he/she may not proceed to those field experiences before retaking the course and earning a "C" or better and maintaining a 2.75 cumulative GPA in EDUC/EDTC and LIST coursework.

Criminal Record Check

When UTA students begin work in a school for any reason, he/she will need to complete a Criminal Record Check (CRC) form. The CRC form should be completed during the first week of classes. These forms will be returned to the Field Experience Office and routed to the personnel office for the school districts. The school district will process the CRC and then notify students of any that do not clear. In the case that a student is notified by the school district that his/her CRC does not clear, he/she must report immediately to the Field Experience Office and withdraw from internship, residency, and any class requiring field work components. Because of the possibility that CRCs do not clear and may not be reported by students until after the census date, students bear the responsibility of any loss of fees due to subsequent withdrawal from the teacher education program.



University of Texas at Arlington
EDUC 4343: TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL
Fall 2011 ~ Sect 001 ~ Wed 5:00-6:50 ~ Science Hall 332



Date	Topics	Assignment
8.31.11	Introduction to course and Purpose of History/Social Studies Education	
9.7.11	Foundations of Social Studies and History Education Instructional-Curricular Decision-Making and Planning for Social Studies and History Education Classroom Management for the Secondary History/Social Studies Class	<ul style="list-style-type: none">➤ Bragaw, D. (1996), The social studies: the civic process. In Social Science Education Consortium, Teaching the Social Sciences and History in Secondary Schools: A Methods Book, New York: Wadsworth, 10-36➤ Effective learning environments for students. – chapter 9 of Laughlin, M. A. & Hartoonian, H. M. (1995). Challenges of social studies instruction in middle and high schools. Ft Worth, TX: Harcourt. pp 239-258.➤ Making connections – chapter 1 of Lindquist, T. (1995). Seeing the whole through social studies. Portsmouth, NH: Heinemann pp 15-31.
9.14.11	Unit Planning Committee	<ul style="list-style-type: none">➤ Unit Overview DUE
9.21.11	Teaching and Learning History <ul style="list-style-type: none">- Purpose- Effective Pedagogies- Materials- Technology- Assessment	<ul style="list-style-type: none">➤ Nosotros la gente: Diverse perspectives in American History – Chapter 12 of Levstik, L.S. & Barton, K. C. (2001). Doing History: Investigating with children in Elementary and Middle Schools. 2nd edition. Mahwah, NJ: LEA. pp. 153-170➤ Teaching history through film – chapter 6 of Percoco, J. A. (1998). A Passion for the Past: Creative teaching of U.S. History. Portsmouth, NH: Heinemann. Pp 81-96.➤ Duran, J. M. (2007). Toonin into history: Online collections of political cartoons. Middle Level Learning, 29, p m8-m11.
9.28.11	Teaching and Learning Geography <ul style="list-style-type: none">- Purpose- Effective Pedagogies- Materials- Technology- Assessment	<ul style="list-style-type: none">➤ Spatial Thinking: Geographical Skills – ch 6 of Gersmehl, P. (2008) Teaching Geography. New York: Guilford Press pp.97-122.➤ Bednarz, S. W., Acheson, G., & Bednarz, R. S. (2006). Maps and map learning in social studies. Social Education, 70(7), 398-404, 432.➤ Kerski, J. J. (2008). The world at the students' fingertips: Internet-based GIS education opportunities. In Milson, A.J. & Alibrandi, M. Digital Geography: Geospatial technologies in the social studies classroom. Charlotte, NC: Information Age. Pp. 119-134.
10.5.11	Teaching and Learning Economics <ul style="list-style-type: none">- Purpose- Effective Pedagogies- Materials- Technology- Assessment	<ul style="list-style-type: none">➤ Economics: Structure, Concepts, and Strategies – ch 13 of Banks and Banks (1999). Teaching strategies for the social studies: Decision-making and citizen action 5th edition. New York: Longman. Pp. 369-401.➤ Boldt, D. J. & Kassis, M. M. (2004). War finance: Economic and historic lessons. The Social Studies, 95 (5), pp 188-193.



University of Texas at Arlington
EDUC 4343: TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL
Fall 2011 ~ Sect 001 ~ Wed 5:00-6:50 ~ Science Hall 332



		➤ Schug, M. C. (2007). Why did the colonists' fight when they were safe, prosperous, and free? Social Education, 71 (2), 61-65.
10.12.11	Teaching Civics <ul style="list-style-type: none">- Purpose- Effective Pedagogies- Materials- Technology- Assessment	➤ From Idiocy to citizenship – ch 1 of Parker, W. C. (2003). Teaching democracy: Unity and diversity in public life. New York: Teachers College. pp 1-13 ➤ Wilen, W. W. (2004). Refuting misconceptions about classroom discussion, The Social Studies, 95, (1), pp. 33-39. ➤ Hess, D. E. (2006). Identifying and teaching against misconceptions: Six common mistakes about the Supreme Court, Social Education, 70 (6), 337-342.
10.19.11	Unit Planning Committee	➤ Daily Lessons 1-2 DUE
10.26.11	Race/Ethnicity, Class, & Gender in Social Studies	➤ The persistence of ethnicity: research and teaching implications – ch 5 of Banks, J. A. (1997). Educating citizens in a multicultural society. New York: Teachers college. Pp. 51-63. ➤ Stanley, William B. (2005). Social studies and the social order: Transmission or transformation? Social Education, 69 (5), 282-286. ➤ Woyshner, C. (2006). Picturing women: Gender, images, and representation in social studies. Social Education, 70 (6), 358-362. ➤ Thornton, S. J. (2003). Silence on gays and lesbians in social studies curriculum. Social Education, 67 (4), 226-230.
11.2.11	Unit Planning Committee	➤ Daily Lessons 3-5 DUE
11.9.11	Religion in Social Studies	➤ Rationale and guidelines for teaching about religion – chapter 7 in Haynes, C. C. (1994). Finding common ground: a first amendment guide to religion and public education. Nashville: The Freedom Forum. Pp. 7.1-7.17 ➤ Romanowski, M. H. (2003). Religion in contemporary U. S. History textbooks, The Social Studies, 94 (1), pp. 29-34. ➤ Schweber, S. (2006). "Holocaust fatigue" in teaching today. Social Education, 70 (1), 44-49.
11.16.11	Unit Planning Committee	➤ Unit Test DUE
11.23.11	No class meeting – Thanksgiving	
11.30.11	Unit Planning Committee	➤ Final Unit Plan Peer Review
12.7.11	Unit Plan Presentations	➤ Complete Unit Plan DUE
12.14.11	Unit Plan Presentations	



Unit Plan Instructions

Topic

You will be assigned a topic for your unit plan based on your scores on the diagnostic (practice) version of the TExES History or Social Studies 8-12 exam. For example, if your lowest score is on Domain I, Competency 001, then your unit plan topic will be *Ancient World Civilizations*. You should adjust the domain topic to a scope that is appropriate for 5 days of instruction. For example, you might focus your unit plan on ancient civilizations of India and China instead of all ancient world civilizations.

Components of the Unit Plan Grade

The following components will contribute to your unit plan grade:

1. Planning Committee (20% of the unit plan grade): Throughout the semester the class will break into small group planning committees. This will be an opportunity for you to discuss your ideas for your unit plan and to have components of your unit plan evaluated by your peers.
2. Written unit plan (60% of the unit plan grade): Components of the unit plan will be completed by certain dates during the semester and reviewed by peers in planning committee meetings (See course calendar for due dates). The complete written unit plan will be submitted at the end of the semester. See the instructions for the written unit plan below.
3. Unit plan presentation (20% of the unit plan grade): At the end of the semester, each student will present his or her unit plan to the class. The presentation should inform the class about the decisions that you made as you created your unit plan. What content did you decide to cover? What content did you omit? Why did you select certain methods? Provide examples of lesson activities, visuals, test items, etc.

Instructions for Written Unit Plan

Your unit plan will contain the following four parts. Please use these headings and sub-headings in your unit plan.

Part I: Unit Overview

Unit Title: Phrase in the form of an "Essential Question" to be explored.

Unit Description: In 250-300 words, identify the grade level and course for which this unit is intended and describe *in detail* the social studies content to be taught in the unit.

NCSS Standards: Use a bulleted list to identify each of the 10 NCSS standards. Next to each bullet point, explain in 100-120 words how the lessons in your unit correlate with the NCSS standards.

TEKS: Use a bulleted list to identify the specific TEKS addressed in your unit. For each bullet point, you must provide the TEKS objective number, the full text of the TEKS objective, and an explanation (100-120 words) of how this TEKS objective is addressed in your unit.

Part II: Daily Lesson Plans

You must prepare 5 lesson plans that are each designed for a 50 minute instructional period. Your lesson plans must demonstrate your application of a variety of teaching strategies and materials to the social studies content of the unit. You may not devote more than 10 minutes in any lesson to lecture. Each lesson plan should contain the following elements:



Lesson Overview: In 150-200 words, describe the content and skills to be taught in this lesson and your reason for selecting the teaching strategies that are used in this lesson.

Learning Objectives: List the objectives you have for your students in this particular lesson. What do you want them to know and be able to do when this lesson is complete? Do not describe objectives in terms of activities to be completed.

Materials: List all materials needed for this lesson. Include a bibliographic citation for any published books, videos, websites or similar resources to be used. Every lesson must include materials that you have created yourself. You may adapt published materials and make them your own, but you must cite the source of the original material. Proper attribution of sources will be discussed in class.

Introductory Activity (Focus/Warm Up): Describe in 200-250 words how the lesson will be introduced. How will you capture student attention, access prior knowledge, and motivate students to complete the developmental activities? This portion of the lesson should take no more than 10 minutes of class time.

Developmental Activities: Describe in 500-600 words what the students and teacher will do during the developmental portion of the lesson. Explain the teaching strategies that will be used and why they were selected. Make reference to each of the learning goals and describe what students will do to accomplish this goal. For example, "In order to analyze the impact of technological innovations on the American labor movement, students will...." The description of developmental activities must be detailed enough that another person could teach the lesson based on your description. This portion of the lesson should take approximately 30-35 minutes.

Culminating Activity (Closure/Formative Evaluation): Describe in 200-250 words how you will conclude the lesson. The culmination should provide you with an opportunity to determine whether or not you have accomplished the objectives for the lesson.

Part III: Unit test

Your unit test should assess each of the objectives included in your daily lesson plans. The test should contain at least 50 items with a variety of item types (multiple choice, true/false, matching, interpretive, free-response, and essay). Test items should attempt to measure both higher and lower cognitive knowledge, as well as social studies skills. The test items and directions must be written clearly with no errors in spelling. A scoring key must be provided.

Part IV: Materials

All materials for the lesson must be provided in this final section with the exception of videos and published books. Videos and books must be cited with a bibliographic reference in APA style. Websites must be documented with a screenshot of the page(s) to be visited by students. Please clearly identify the lesson for which each item in this section is intended.



Unit Plan Grading Rubric

Component	Excellent	Good	Needs Improvement	Unsatisfactory	Points Earned
Unit Overview (10 points)	Title, Description, NCSS standards, and TEKS are described according to instructions. All standards described in this section are clearly evident in the unit lessons.	Title, Description, NCSS standards, and/or TEKS contain minor errors. Most standards described in this section are clearly evident in the unit lessons.	Title, Description, NCSS standards, and/or TEKS contain significant errors. Few standards described in this section are clearly evident in the unit lessons.	Title, Description, NCSS standards, and /or TEKS are missing. The standards described in this section are not evident in the unit lessons.	
Daily Lessons (50 points)	Teacher Candidate consistently demonstrates knowledge, capabilities, and dispositions to: Provide learning opportunities to support learners' intellectual, social, and personal development. Create learning experiences that fit the different approaches to learning of diverse learners. Use instructional strategies that encourage student development of critical thinking, problem-solving, and performance skills. Create learning environments that encourage social interaction, active engagement in learning, and self-motivation. Use verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and	Teacher candidate typically demonstrates expected knowledge, capabilities, and dispositions but may show lack of development in one area.	Teacher candidate occasionally demonstrates expected knowledge, capabilities, and dispositions, but may lack development in more than one area.	Teacher candidate does not demonstrate expected knowledge, capabilities, and dispositions.	



University of Texas at Arlington
EDUC 4343: TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL
Fall 2011 ~ Sect 001 ~ Wed 5:00-6:50 ~ Science Hall 332



	supportive interaction in the classroom. Plan instruction for the assigned course topic and grade level based on understanding of subject matter, students, the community, and curriculum goals.				
Unit Test (30 points)	Teacher candidate consistently demonstrates ability to construct formal assessment to evaluate student understanding of the content. All required components of the unit test are present.	Teacher candidate typically demonstrates ability to construct formal assessment to evaluate student understanding of the content. Minor required components are missing.	Teacher candidate occasionally demonstrates ability to construct formal assessment to evaluate student understanding of the content. Several minor and major required components are missing.	Teacher candidate does not demonstrate ability to construct formal assessment to evaluate student understanding of the content. Significant required components are missing.	
Materials (10 points)	A wide variety of excellent materials were developed and acquired for fostering active and engaged learning in the social studies classroom.	Many excellent materials were developed or acquired, but some materials require further development and/or stronger connections to the content of the unit.	Most materials were borrowed from published sources and/or are not likely to lead to active/engaged learning.	Serious deficiencies in the materials developed or acquired for the unit.	
TOTAL SCORE:					



Countdown Paper Instructions

1. You must submit 10 Countdown Papers on the assigned readings during the semester
2. You may submit no more than 2 Countdown Papers at a time.
3. Each Countdown Paper must be submitted no later than the due date for the reading assignment.
4. The paper must be typed, double-spaced with a font size and style similar to 12 point Times New Roman or 11 point Calibri.
5. Be sure to edit your papers for mechanics, punctuation, and spelling.
6. Use sub-headings to identify each of the 5 components of the countdown paper.
7. The components of the Countdown paper are as follows:

5 Terms/Concepts: Select five words or short phrases from the reading whose meanings are important to an understanding of the author's ideas. These terms might include concepts, people, events, or strategies. List the term, the page number on which it appears, a definition (from an online dictionary or as the author defines it) and explanation of why this is an important term.

4 Passages: As you read, you should underline or highlight key passages (a few sentences or phrases) that you think are important to understanding the reading. Select four of the passages that you think are most important, intriguing, inspirational, infuriating, etc. Copy the passages into your Countdown paper along with the page numbers. Write a 2-3 sentence explanation as to why you selected this passage.

3 Main Ideas: What do you think the author wants you to remember after having read his or her essay/article/chapter? Think of three key points or main ideas that the author is attempting to get across through his or her writing. Write a sentence or two for each main idea. These main ideas should *synthesize* the reading in your own words. They should *not* consist of *direct quotes* from the reading.

2 Connections: In 3-5 sentences each, explain how the ideas in this reading compare and contrast with the ideas of the other assigned readings for this class, another class, or life experiences. Identify and explain 2 separate connections. Respond questions such as: How does this reading relate to any of the other assigned readings for this class? In what ways did this reading remind you of something else you've read in another class? Have you had an experience that relates to something the author discusses?

1 Question: Write a question that you would like to ask the author or your classmates. This should be a question in which you seek to extend or clarify your thinking about the content of the chapter.