

**UCRS 4700/HIST 4750**  
**Social Studies Methods**  
**Spring 2016**

**Social Studies Methods** is an advanced course presuming a student's prior completion of the basic courses in the social studies discipline of History, and hopefully Political Science, Economics, and Geography. It is designed to help prepare students to teach courses in these areas for students in grades 7-12. This semester, in class and in the assigned readings, students will be exposed to both the content and pedagogy of social science.

The principal objectives for this course are these:

- 1) To assure that the future teacher understands social studies terminology and concepts.
- 2) To assure that the future teacher understands the relationships among and between social science disciplines and other content areas and has the skills for resolving conflicts, solving problems, and making decisions in social studies contexts.
- 3) To explore the TEKS Social Studies standards for grades 7-12 and develop strategies to meet the standards in the classroom.
- 4) To read about, write about, and discuss basic concepts and theories that are essential to effective social studies curriculum.
- 5) To read about, discuss, and practice effective teaching strategies appropriate to the middle and high school social studies.
- 6) To model together best teaching practices in our university class for your future social studies classrooms.
- 7) To let students demonstrate their ability to utilize classroom technology.
- 8) To have students demonstrate their abilities to work collaboratively and creatively with their classmates.
- 9) Develop plans to differentiate instruction to accommodate ESL and Special Education students.

**GRADING**

Your grade for this course will consist of the following nine components:

<b>Attendance and Classroom Participation</b>	<b>5%</b>
<b>TEKS assignment</b>	<b>5%</b>
<b>Weekly reflections</b>	<b>10%</b>
<b>Lesson Plan #1 (submitted through TK20)</b>	<b>20%</b>
<b>Lesson Plan #2 (submitted through TK20)</b>	<b>20%</b>
<b>Presentation #1</b>	<b>10%</b>
<b>Presentation #2</b>	<b>10%</b>
<b>Presentation #3</b>	<b>10%</b>
<b>Presentation #4</b>	<b>10%</b>

## Weekly Reflections

Most weeks, you will be asked to respond to the discussion points on the Blackboard page for this course. The discussion topics will be released after class on Tuesday night for the next week's class session. You will be asked to **post your comments** on the weekly topic in the appropriate folder by noon on Friday. Then you are expected to respond to **at least two other student posts** by midnight on Monday. We will begin our classes with a small group discussion of the topic of that week's discussion. All class members are expected to read the other students' postings before coming to class each week and **bring two questions** to be used in leading a discussion of that week's topic with their small group.

## Lesson Plans

The topics and details of the two lesson plans will be provided at least two weeks in advance of the due date. The assignments will require outside research or analysis of supplementary material provided in class. The lesson plans in this course are required to be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Students' subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the Tk20 system for instructors to assess. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding training on use of the TK20 system will also be posted on this website.

## Presentations

A critical element of this course is to help you become comfortable with classroom delivery. You will have four opportunities to present lessons in front of the class.

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|------------------------|--|
| <b>Presentation #1</b> | <b>February 9<sup>th</sup> covering U.S. History (Grade 8)</b>                 |
| <b>Presentation #2</b> | <b>March 1 and 8 covering World History or World Geography</b>                 |
| <b>Presentation #3</b> | <b>April 5<sup>th</sup> covering U.S. History (Grade 11)</b>                   |
| <b>Presentation #4</b> | <b>April 26, May 3, and May 10 over TEKS from any of the 7 courses covered</b> |

You will be expected to use a variety of pedagogical styles, including but not limited to, small group activities, simulation, judicial, and direct instruction. All members of the class will provide feedback in the form of constructive criticism to the presenters.

## REQUIRED MATERIALS AND READINGS

Students are required to purchase a subscription to **TK20** (<http://www.coe.unt.edu/tk20>). Your two lesson plans will be turned in using this course management software and you will continue to use this software in other Education courses. You only need to purchase the license to use the software once so if you have already used it in another course, then you do not need to purchase it again.

Relevant reading material will be provided through blackboard or placed on reserve in the library.

## **COURSE OUTLINE**

<b>Jan. 19th</b>	<b>Introduction to the Social Studies Foundations, Skills, Research, and Instruction through and analysis of the Social Studies TEKS</b>
<b>Jan. 26th</b>	<b>TEKS assignment – (Jigsaw lessons)</b>
<b>Feb. 2nd</b>	<b>Developing Assessments (Small group learning)</b>
<b>Feb. 9th</b>	<b>Small group presentations #1 with video feedback</b>
<b>Feb. 16th</b>	<b>How to make a positive difference for students</b>
<b>Feb. 23rd</b>	<b>Teaching in modules and using technology</b>
<b>March 1st</b>	<b>Presentation #2</b>
<b>March 8th</b>	<b>Presentation #2 (continued) Lesson Adaptation Due</b>
<b>March 15th</b>	<b>Spring Break</b>
<b>March 22<sup>nd</sup></b>	<b>Student learning styles and Gardner’s multiple intelligences (Judicial)</b>
<b>March 29th</b>	<b>Giving feedback and dealing with conflict (Case Studies)</b>
<b>April 5th</b>	<b>Presentation #3</b>
<b>April 12th</b>	<b>Materials for Texas History – Grade 7 (TSHA materials)</b>
<b>April 19th</b>	<b>Senior courses (Government, Economics. Personal Finance (Simulation)</b>
<b>April 26th</b>	<b>Final Presentations (Presentation #4)</b>
<b>May 3rd</b>	<b>Final Presentations (Presentation #4) Original Lesson Due</b>
<b>May 10th</b>	<b>Final Presentations (Presentation #4)</b>

## Attendance Rubric

Our expectations for you are that you will grow as an educator over the course of this class. This will require that you attend class and participate. We are going to provide an atmosphere where collegiality and support are the rule, so you are expected to make a positive contribution to that environment.

### *Rubric for Attendance and class participation*

Grade	0	70	80	90	100
Absences	5 or more	4	3	2	0-1
Participation	Does not participate and is not prepared	Rarely participates or is prepared	Participates and is usually prepared	Participates and is prepared	Makes outstanding contribution in class
			After 3 absences, the student will be required to meet with the instructor		

**Correct use of the English language counts in all assignments. You need to present yourself as an accomplished educator.**

### CONTACT INFORMATION

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