

**Dewar College of Education  
Valdosta State University  
Department of Middle, Secondary, Reading, and Deaf Education**

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**MGED 4300/5300**  
Social Studies Methods for Middle Grades Education  
3 Semester Hours

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes**

*InTASC Model Core Teacher Standards\**

*(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

\*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

## **COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MGED 4620.** This course is designed to introduce students to a variety of teaching methods appropriate for secondary Social Studies. The emphasis on this course is on principles and methods for teaching concepts, skills and interactions in a middle grades Social Studies course in accordance to national and state standards. A field experience is required.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Beal, C., Bolick, C. & Martorella, P. (2009). *Teaching Social Studies in Middle and Secondary Schools*, 6<sup>th</sup> Ed. Pearson; Boston. ISBN-10:0-13-159181-9

### **Optional text**

Perlstein, L. (2004). *Not Much Just Chillin': the hidden lives of middle schoolers*. Ballentine Books: Random House; New York. ISBN 978-0345475763

## **COURSE OBJECTIVES**

Numbers in parentheses following objectives refer to College of Education Conceptual Framework Standards.

Students will be able to:

1. Explain the historical development of social studies with the aid of various activities handouts, and readings throughout the course. (InTASC 4 Content Pedagogy Theme CPL 1.1, 1.2, 1.3)
2. Identify how social studies curriculum is developed and analyze examples of curriculum presented to evaluate its validity in the social studies. (InTASC 4 Content Pedagogy Theme CPL 1.1, 1.2, 1.3)
3. Create a social studies unit based on the development of concepts and generalizations on a defined social studies theme. (InTASC 5, 7, 8 Content Pedagogy Theme CPL 2.1, 2.2, 2.3)
4. Plan a lesson through the listing of objectives, activities, materials and evaluation. (InTASC 5, 7, 8)
5. Summarize the basic rationale of multicultural, global and civic education in social studies. (InTASC 1, 2, 3 Content Pedagogy Theme CPL 2.1, 2.2, 2.3)
6. Identify the basic components of simulations, games and role play and develop one strategy for classroom use. (InTASC 1, 3 Assessment Theme AL 1.3)
7. Distinguish between formal, informal and alternative assessments within the Social Studies. (InTASC 6 Assessment Theme AL 1.1, 1.2)
8. Develop and teach activities that reflect the Common Core Georgia Performance Standards (InTASC

5, 7)

9. Bring multiple perspectives to discussions of content, including attention to learners' personal, family, and community experiences and cultural norms. Identify the strengths and needs of diverse learners when planning and adjusting instruction that incorporates the histories, experiences and representations of students and families from diverse populations. Use understanding of individual differences and diverse cultures and communities (Diversity Theme DL 2.1, 2.2, 2.3)
10. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. Use technology to connect with other learners or communities of learners around the world to collaborate on authentic problems and issues (Technology Theme TL 2.1, 2.2, 2.3)
11. Act in accordance with ethical codes of conduct and professional standards (Ethics and Dispositions Theme EDL 1.2)
12. Observe learners, noting changes and patterns in learners across areas of development, and seeks resources for instruction (Field Experience Theme 1.1)

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class.

1. *Class Participation and Attendance:* (10 points) See attendance policy for specific information regarding attendance requirements. (CO 1, 2, 4, 8)
2. *Lesson Plans:* (20 points total). You will research, select, and plan a social studies learning segment (3-5 lessons) for a chosen social studies topic or standard. For each strategy, you will use the MSRD approved lesson plan format. Lesson plans should indicate the appropriate connections to the Common Core Georgia Performance Standards. You may obtain strategies from professional journals, professional books, class discussions, or your independent study. Lesson plan time frames will vary. (CO 2, 4, 6, 7, 8)
3. *Designing a Learning Environment:* (20 points). Middle grades educators must be create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. You will design your own learning environment. This assignment will be uploaded to your LiveText Portfolio under Standard III: Learning Environments. (CO 2, 3, 5, 6)
4. *Reflective practice in practicum experience:* (20 points). Students will write reflections on observations and participation in middle school social studies classrooms at Lowndes Middle School. The number of reflections will vary based on questions provided by the professor and will be graded based on Satisfactory or Unsatisfactory completion of the written reflection. (CO 1-9)
5. *Professional Literature Review:* (10 points). You will review three articles related to social studies education from a professional journal or organization. (CO 1, 2, 5).
6. *Teaching Simulation:* (10 points). Students will prepare and present a given social studies topic or standard to a group of their peers within the class setting (CO 4, 5, 9).
7. *Chapter Quizzes:* (10 points) Students will participate in multiple, short quizzes based on their chapter readings of the textbook. (CO 1, 2, 6, 7).

## **COURSE EVALUATION**

**LATE WORK: NO LATE WORK WILL BE ACCEPTED.** If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. All work will be handed in at the beginning of class.

## Assessment/Evaluation

1.	Class Participation	10 points
2.	Reflective Practice	20 points
3.	Social Studies Lesson s	20 points
4.	Literature Review	10 points
5.	Teaching Simulation	10 points
6.	Chapter Quizzes	10 points
7.	Learning Environment	20 points

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100 points total

## Grading Scale

A = 100 - 90	D = 69 - 60
B = 89 - 80	F = 59 - 0
C = 79 - 70	

## ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course” (p. 87).

## PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

### *Professionalism – Dress code*

In this course, classes are held in public schools. Professional dress code is required.

### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

### **DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION STATEMENT ON ACADEMIC INTEGRITY**

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication, title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### **DESCRIPTION OF ACADEMIC DISHONESTY**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.