I. Descriptive Information

A. Course Number and Title: EDML 563: Methods and Materials for Teaching Social Studies in the Middle School

B. Catalog Description: A study of goals, content, methods, and materials of instruction in middle school social studies.

C. Course Credit: Three (3) credit hours.

D. Prerequisites: None

E. Intended Audience: Undergraduate and graduate students preparing to teach social studies in grades 5 - 8.

F. Instructor:

Dr. David C. Virtue
Office: 228 Wardlaw
Telephone: 777-6234
E-mail: virtue@mailbox.sc.edu
Office hours: By appointment
Tu., Th., 2:00 - 4:30 PM

II. Statement of Course Goals

EDML 563 is a study of the goals, content, methods, and materials of instruction in middle school social studies. The overarching goal of the course is to prepare candidates to practice effective social studies instruction, as defined below by the South Carolina State Department of Education Social Studies Standards.

Social studies instruction is effective when it is meaningful, integrative, active, and challenging, when it promotes understanding of diversity, and when it uses local community resources and technology effectively.

III. Statement of Course Objectives

A. EDML 563 candidates will demonstrate their ability to provide instruction at the middle school level in accordance with national and state curricular standards. They will use central concepts and tools of inquiry from the social science disciplines as they develop learning experiences and assessment instruments.
B. EDML 563 candidates will develop and use a repertoire of teaching/learning strategies that are appropriate for young adolescent learners. Lessons should be developed and used in which middle school students:
- gather data from a variety of sources
- categorize or classify
- interpret and analyze for example primary resources
- establish cause/effect relationships
- determine the validity of information and arguments
- evaluate and present information in well reasoned ways that support better decision-making for both individuals and society

Students should be able to develop
- diagrams, charts, and tables
- graphs, timelines, pictures, and maps
- a story, narrative, or essay that shows patterns or synthesizes information they have learned.

C. EDML 563 candidates will make connections between practice and theory as they reflect on the effectiveness of selected lessons that they and others have taught.

IV. Required Textbooks and Articles


South Carolina Social Studies Standards

Other readings available on Blackboard or distributed in class.

V. Course Requirements
A. Professionalism and participation (in class and online) (20% UG, 10% G)
B. Midterm exam (20% UG)
C. Meta-teaching/lesson plans (4) (20% UG)
D. Videotape lesson case study (20% UG, G)
E. Final exam (20% UG, G)
F. Research paper (Graduate students) (20% G)

*Note: Graduate students (G) are evaluated differently than undergraduate students (UG).*

*University policies regarding academic responsibility WILL BE STRICTLY ENFORCED!*
VI. Course Evaluation

Final grades will be assigned based on the following scale:

- A = 93 – 100%
- B+ = 88 – 92%
- B = 83 – 87%
- C+ = 78 – 82%
- C = 73 – 77%
- D+ = 68 – 72%
- D = 63 – 67%
- F = ≤ 62%

Five percentage points will be subtracted for each absence after more than one absence from class. Attendance, participation, and professionalism are very important in this course!

VII. Tentative Course Outline

The following is a list of topics and readings for the semester. Class will meet on Wednesdays from 4:30 – 7:15 in W110, unless otherwise announced. Check Blackboard daily for changes to the schedule and announcements.

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10/13 Midterm Exam
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<tr>
<th>Date</th>
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| 10/20  | World History & Global Connections        | 1. Barton & Levstik, chapter 6 (req.)  
|        |                                           | 7-5  
7-6                                               |
| 10/27  | Historical Research                       | 1. Barton & Levstik chapter 7 (req.)  
|        | Reading & Writing in Social Studies       |                                                                                       |
|        |                                           | 7-7  
8-1                                               |
| 10/27  |                                           | 1. Barton & Levstik, chapter 8 (req.)  
4. Vardell (2003) (on Blackboard – 1.05 mb) (rec.)  
5. Barton & Levstik, chapter 9 (req.)                           |
|        | Historical Research                       |                                                                                       |
|        | • formative assessment                    |                                                                                       |
|        | • rubrics                                 |                                                                                       |
|        | Reading & Writing in Social Studies       |                                                                                       |
|        |                                           | 8-2  
8-3                                               |
| 11/3   | Inquiry in Social Studies                 | 1. Barton & Levstik, chapter 8 (req.)  
4. Vardell (2003) (on Blackboard – 1.05 mb) (rec.)  
5. Barton & Levstik, chapter 9 (req.)                           |
|        | Reading & Writing in Social Studies       |                                                                                       |
|        | Narrative History                         |                                                                                       |
|        |                                           | 8-2  
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| 11/10  | Discussion & Debate                       | 1. Barton & Levstik, chapter 10 (req.)  
2. Engle (1996) (on Blackboard – 196 kb) (rec.)  
3. Harris (1996) (on Blackboard – 1.08 mb) (rec.)  
|        | Issues-centered Social Studies            |                                                                                       |
|        | • Lesson Plan #3 due                      |                                                                                       |
|        |                                           | 8-4  
8-5                                               |
| 11/17  | Analyzing Perspective                     | 1. Barton & Levstik, chapter 11 (req.)  
|        |                                           | 8-6  
8-7                                               |
| 11/24  | Diverse Perspectives                      | 1. Barton & Levstik, chapter 12 (req.)  
2. Field, Wilhelm, Nickell, Culligan, & Sparks (2001) (on Blackboard – 2.06 mb) (rec.)  
|        | Social Studies for All                    |                                                                                       |
|        | • Lesson Plan #4 due                      |                                                                                       |
|        |                                           |                                                                                       |
| 12/1   | Arts and Social Studies                   | 1. Barton & Levstik, chapter 13; Epilogue (req.)                                    |
|        | • Lesson Plan #4 due                      |                                                                                       |
| 12/9   | Final Exam                                |                                                                                       |
BIBLIOGRAPHY


http://www/socialstudies.org/standards


[http://www.myscschools.com/offices/cso/Social_Studies/socials.htm](http://www.myscschools.com/offices/cso/Social_Studies/socials.htm)
[http://www.sde.state.sc.us/offices/cso/social_studies/social.htm](http://www.sde.state.sc.us/offices/cso/social_studies/social.htm)


Expectations of Excellence: Curriculum Standards for Social Studies
National Council for the Social Studies
http://www.socialstudies.org/standards/stitle.html

I. Culture
Social studies programs should include experiences that provide for the study of culture and cultural diversity.

II. Time, Continuity and Change
Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

III. People, Places and Environments
Social studies programs should include experiences that provide for the study of people, places, and environments.

IV. Individual Development and Identity
Social studies programs should include experiences that provide for the study of individual development and identity.

V. Individuals, Groups and Institutions
Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

VI. Power, Authority and Governance
Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

VII. Production, Distribution and Consumption
Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

VIII. Science, Technology and Society
Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

IX. Global Connections
Social studies programs should include experiences that provide for the study of global connections and interdependence.

X. Civic Ideals and Practices
Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.
Learning Plan Template
EDML 563

**Topic:** State the topic of the lesson; be sure to connect it to the broader unit of study of which it is a part.

**Time:** How long will it take to teach this lesson? Be realistic! Be sure to allow time for attendance, assigning homework, etc.

**Standards:**
What national, state, or district standards are met by this lesson?

**Objectives/Goals:**
Clearly state what you expect your students to know and be able to do as a result of the lesson. State your objectives in such a way that they are explicitly linked (a) to the standards you will meet in the lesson and (b) to the evaluations you will use to assess student learning.

**Rationale:**
Why is this lesson important? How does it meet the goals of the course you are teaching (e.g., state or national standards; departmental or district goals and objectives)? How does it connect with the broader unit of study of which it is a part?

**Materials:**
List all materials you expect to need, from chalk and scissors to overheads and DVD players. Think this through carefully as you plan the lesson!

**Procedure:**
List the step-by-step procedure for carrying out the lesson. Remember that someone else may have to teach your lesson in the event of a flat tire, a sick child, or some other unforeseen emergency.

**Evaluation:**
How will you know that each and every one of your students has met the objectives of the lesson?

**Reflective notes:**
What are some concerns that you have? How might you differentiate the plan for diverse learners? What were the most effective aspects of this lesson? How will you improve the lesson when you teach it again?