TEACHING SOCIAL STUDIES IN THE MIDDLE AND HIGH SCHOOL

EDUC 4312.060
Fall 2024

- ✓ **Time/Day/Location: Online**
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Dr. Aimee Dennis

Important Dates

- First Day of Fall 2024: August 26, 2024
- First Day for EDUC 4373: August 26, 2024
- Census Date: September 9, 2024
- Last Day to Withdraw: November 4, 2024
- Final Exam: December 9–13, 2024

This course is designed to engage students in methods for effectively teaching social studies at the middle and high school levels. Prerequisite: Admission to the School of Education.

STUDENT OUTCOMES

Competency 006 (Social Studies Foundations and Skills)—The teacher understands the foundations of social studies education and applies knowledge of skills used in the social sciences.

- Understands the philosophical foundations of the social science disciplines and knows how knowledge generated by the social sciences affects society and people's lives.
- Understands how social science disciplines relate to each other.
- Understands practical applications of social studies education.
- Relates philosophical assumptions and ideas to issues and trends in the social sciences.
- Knows characteristics and uses of various primary and secondary sources (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts) and uses information from a variety of sources to acquire social science information and answer social science questions.
- Knows how to formulate research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences.
- Understands social science research and knows how social scientists locate, gather, organize, analyze, and report information using standard research methodologies.
- Evaluates the validity of social science information from primary and secondary sources regarding bias issues, propaganda, point of view, and frame of reference.
- Understands and evaluates multiple points of view and frames of reference relating to issues in the social sciences.
- Knows how to analyze social science information (e.g., by categorizing, comparing and contrasting, making generalizations and predictions, drawing inferences and conclusions).
- Communicates and interprets social science information in written, oral, and visual forms and translates information from one medium to another (e.g., written to visual, statistical to written or visual).
- Uses standard grammar, spelling, sentence structure, punctuation, and proper citation of sources.
- Knows how to use problem-solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions.
- Knows how to use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions.
- Knows how to create maps and other graphics to present geographic, political, historical, economic and cultural feathers, distributions, and relationships.
- Analyzes social science data by using basic mathematical and statistical concepts and analytical methods.
- Knows how to apply skills for resolving conflict, including persuasion, compromise, debate and negotiation.
- Understands and uses social studies terminology correctly.

STUDENT OUTCOMES

Competency 007 (Social Studies Instruction and Assessment)—The teacher plans and implements effective instruction and assessment in social studies.

- Knows state content and performance standards for social studies that comprise the Texas Essential Knowledge and Skills (TEKS).
- Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.
- Understands the implications of stages of child growth and development for designing and implementing effective learning experiences in the social sciences.
- Understands the appropriate use of technology as a tool for learning and communicating social studies concepts.
- Selects and uses effective instructional practices, activities, technologies, and materials to promote students' knowledge and skills in the social sciences.
- Knows how to promote students' use of social science skills, vocabulary, and research tools, including technological tools.
- Knows how to communicate the value of social studies education to students, parents/caregivers, colleagues, and the community.
- Knows how to provide instruction that relates skills, concepts, and ideas in different social science disciplines.
- Provides instruction that makes connections between knowledge and methods in the social sciences and in other content areas.
- Demonstrates knowledge of forms of assessment appropriate for evaluating students' progress and needs in the social sciences.
- Uses multiple forms of assessment and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English Language Learners.

TENTATIVE SCHEDULE

- Dr. Dennis reserves the right to update the course modules' order and/or content as needed to ensure students master the content outlined in the course description and the course objectives.
- More details for each assignment will be provided in Canvas.

Module 1: Overview of Teaching Social Studies in Middle/High School

Module 2: Understanding Social Studies TEKS and Vertical Alignment

Module 3: Assessments

Module 4: Primary and Secondary Sources

Module 5: Maps and Graphics in History

Module 6: Project/Problem-Based Learning

Module 7: 5E Lesson

Module 8: Critical Friends

Module 9: Artificial Intelligence

Module 10: Differentiation

Module 11: Literature in History

Module 12: Field Trip and Extensions in Social Studies

Module 13: Final Project

CLASS RESOURCES

Required Articles
Supplemental articles/readings will be required and will be provided by the instructor.

GRADING

Grading Scale (% of total points)
- A=89.5-100%
- B=79.5-89.4%
- C=69.5-79.4%
- D=59.5-69.4%
- F=0-59.4%

Readings: Readings will be provided for each module utilizing journals, PowerPoints, and historical documents.

Discussions (40%): Class discussions will occur in Canvas or Padlet over readings.

Activities/Exam (60%): The activities throughout the course will be completed collaboratively and independently. Specific instructions for each activity are in Canvas. The activities are designed to provide hands-on experience in designing and teaching Social Studies Curriculum.

COURSE POLICIES

1. **Written Assignments**
   - 8 ½ x 11 paper
   - Times New Roman
   - 12 point-font
   - Double-spaced
   - 1-inch margin
   - Free of typographical errors
   - The assignment title will need to be centered at the top of the first page
   - Save the document in the following format: Last Name_First Name_Assignment Title
2. **Late Work**
   - All assignments are due by midnight Central Standard Time on the due date.
   - Late work will only be accepted for extenuating circumstances approved by the instructor.
   - Assignment due dates will be posted on Canvas.
3. **Plagiarism**
   - Plagiarism is defined as the appropriation of material that is attributable, in whole or in part, to another source without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit or in conjunction with a program course or degree requirement(s). Students must utilize their own language and expression while completing all assignments.
   - Any assignment found to be plagiarized will receive a grade of zero. Moreover, students may face disciplinary action, including a failing grade in the course. It is recommended that students submit their assignments through Unicheck within Canvas to identify potential plagiarism that needs to be addressed before submitting the assignment to the instructor.

ARTIFICIAL INTELLIGENCE (AI)

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI USE IN THIS COURSE

In this course, we may use AI tools (such as ChatGPT and Copilot) to examine how these tools may inform our exploration of the class topics. You will be notified as to when and how these tools will be used, along with guidance for attribution. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

UNIVERSITY POLICIES

✅ **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Policies:

For a full list of university policies, including information related to the topics listed below, click here.

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and Family Education Rights and Privacy Act (FERPA) Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

RESOURCES

UT Tyler Resources for Students

- **UT Tyler Writing Center** (903.565.5995), https://www.uttyler.edu/academics/success-services/writing-center/index.php
- **UT Tyler Tutoring Center** (903.565.5549), https://www.uttyler.edu/academics/success-services/tutoring/index.php
- **The Mathematics Learning Center**, RBN 4021, is the open-access computer lab for math students, with tutors on duty to assist students enrolled in early-career courses. https://www.uttyler.edu/academics/colleges-schools/arts-sciences/departments/mathematics/math-learning-center/index.php
- **UT Tyler Counseling Center** (903-565-5746) https://www.uttyler.edu/student-life/health-wellness/student-counseling-center