MCED 4/50003- Teaching Social Studies in Middle Childhood II
Spring 2014
Thursdays 8-10:30 A.M.
White Hall Room 115

Kent State University
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies

Professor: Dr. Christopher Busey  Office Hours: Monday 1-4
Email: cbusey@kent.edu  Thursday 11-1
Phone: 330-672-1919  Tues and Wed by Appointment
Office Location: White Hall Room 404F

Syllabus is subject to change at the instructor’s discretion.

Big Idea Questions for the Course
1. What is powerful social studies and what does it resemble with regards to pedagogy and content?
2. How can I teach social studies from a humanistic perspective?
3. How can I teach powerful and meaningful social studies in an era of standardized education?
4. What is the purpose of social studies?

Course Goals
As a result of this course, pre-service teachers will be able to do the following:
1. Demonstrate an understanding of social studies, its purpose, and the various disciplines that make up social studies.
2. Have a framework for understanding the social studies discipline, its principles, and challenges in an era of standardized education.
3. Demonstrate an understanding of middle childhood social studies pedagogy.
4. Understand what it means to teach powerfully, ensuring equity in the middle childhood classroom with regards to the curriculum and students.
5. Reflect, collaborate, and inquire about social studies methods, curriculum, and its purpose in shaping middle childhood students for participation in a democratic society.
6. Plan, deliver, and assess social studies teaching for a multicultural or diverse population of students.
7. Critically reflect on your growing identity and commitments as a social studies educator.
8. Develop your skills as a critical, democratic, and historical thinker.

Conceptual Framework for Teaching
Teaching is a scholarly discipline whose art is vital in shaping and transforming the world one student/classroom at a time. In understanding the significant role that teachers play in
this world, it is critical that the preparation of teachers reflects the multi-faceted, complex yet rewarding lifetime journey of learning. My mission of supporting and preparing teachers [teacher educators] is built upon three philosophical stances:

1. Inquiry: It is imperative that we ask critical questions about society and its influence in the classroom. Challenging and questioning assumptions as well as complacency is vital in forming a mutually beneficial relationship between teachers, the curriculum, students, schools, and subsequently the community.

2. Humanity: Education is more than a process by which information is exchanged, but it plays a significant role in shaping humanity. Pedagogy, curriculum, and the student are not mutually exclusive; they play an interrelated role in molding thoughts and attitudes. Education is more than information and methods; it is a humanistic process.

3. Reflection: The practice of teaching is an art in which educators must consistently reflect and think critically about the purpose and outcomes of their practice. To improve our practice we must think critically about the relationship between our pedagogy, curricular choices, and students.

**Conceptual Framework for Middle Childhood Education Program**

The Middle Childhood Education program is designed to prepare teachers in two concentrations and the teaching of reading for grades 4-9. Upon completion of the program, students will earn a two-year provisional license. The goal of the program is to prepare teachers to:

- Be responsive to the developmental needs of early adolescents;
- Create curriculum that is academically challenging;
- Work toward social equity.

Extensive field experiences are designed to help students make the connections between research, theory and practice. Portfolios are used to assess student progress in meeting State Standards, Praxis III standards, NMSA/NCATE Standards, and the Standards of Specialized Professional Associations (Math, Science, Social Studies, Language Arts, Reading). Portfolios are also used to make decisions about entrance and continuation in the MCED program.

**Text**

**Required**


**Suggested**


**Other Required Readings**

1. Ohio’s Academic Content Standards and Model Curricula for Social Studies ([http://education.ohio.gov/Topics/Academic-Content-Standards/Social-Studies](http://education.ohio.gov/Topics/Academic-Content-Standards/Social-Studies))

2. Other course readings will be required as a part of this course. Course readings in the form of journal articles, blogs, etc. will be made available through Blackboard.

**Course Requirements**

- **Readings**: It is expected that all readings are done before class to ensure effective participation in the course.

- **Late Work**: Late assignments are not accepted without prior (sufficient) notification and approval from the instructor. All assignments are due at the time indicated. Failure to submit assignments in a timely manner will result in a 0.

- **Revisions**: In the event that the instructor asks you to submit a revision for an assignment, please note that all revisions will receive reduced point values (a ¼ grade reduction) to be fair to other class members. Revisions must be submitted one week after they are assigned.

- **Submission**: All assignments should be typed and saved digitally, although each assignment will be submitted in paper format. Each assignment should be typed according to the guidelines set by the *APA Manual, 6th Edition*. This includes cover pages, headings, font, spacing and references. All papers are to be double spaced, Times New Roman 12pt. font. Here is a great website to refer to for APA formatting: [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/).

- **Information**: Check Blackboard frequently for updates and announcements. Any changes to the class period, assignments, etc. will be posted on Blackboard. Also, be sure to have an updated Kent State email account as important information could be disseminated via email.

- **Professionalism and Etiquette**
  - All papers and assignments should be stapled, not folded or paper clipped as papers can get shuffled.
  - As a professional entering the teaching profession, you are required to conduct yourself like one during class. It is my goal to promote healthy dialogue, which means that others’ views, and opinions are respected.
All written communication should demonstrate professional etiquette. This includes discourse via the discussion board as well as email.

Dress: Professional dress and demeanor is expected at all times. If you have any questions, it is best to ask. Students who do not dress professionally will be asked to leave the school and MCED faculty will determine if student may return.

**Attendance/Tardiness**

You are expected to be in your classes and field experiences on time. If you will be late or absent from field, you must make every effort to notify (in advance if possible) the mentor teacher(s), the content instructor, and the MCED Curriculum/Organization instructor. Please have the appropriate phone numbers and/or email addresses in an easily accessible location. Penalties for absences and tardiness are as follows:

**Absences**

Excused Absences: Excused absences are only those allowed by the University—religious observance, documented sickness, or death in the family. Beyond the first absence (excused or unexcused) grade penalties are as follows:

a. If the MCED class meets once a week, each absence will result in your final course grade lowered 1 full grade level (for example, from an A to a B).
b. If the MCED class meets twice a week, each absence beyond two will result in your final course grade lowered 1 full grade level (for example, from an A to a B).

**Tardiness**

a. If you arrive in class or field less than 15 minutes late, it is a tardy. Two (2) tardies are the equivalent of 1 unexcused absence.
b. If you arrive in class or field more than 15 minutes late, it is an unexcused absence.
c. Two unexcused absences will result in your grade being lowered 1 full grade level (for example, from an A to a B). Three unexcused absences will result in your grade being lowered 2 full grade levels (for example, from an A to a C).

NOTE: Because situations may arise that are not covered by the above (i.e., the birth of a child) the course instructor and/or MCED faculty will determine the course of action, giving full consideration to the circumstances, the needs of the student, MCED attendance policy and University policy.

**Students with Special Needs**
University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Disability Services (contact 330-672-3391 or visit www.kent.edu/sds for more information on registration procedures).

**Academic Honesty and Citations**
Pre-service teachers are expected to pursue education with a commitment to honesty, a sense of personal honor, and a respect for knowledge and reflection. All writing must be your own and must be meticulously referenced according to APA style. Directions for APA style are available at [http://webster.commnet.edu/apa/apa_index.htm](http://webster.commnet.edu/apa/apa_index.htm), [http://apa.org](http://apa.org) and many other places on the web. You may also wish to purchase the *Publication Manual of the American Psychological Association* published by the American Psychological Association (5th ed. American Psychological Association: New York. 2002). Failure to appropriately reference your work often constitutes plagiarism, which according to Kent State’s “Administrative policy and procedures regarding student cheating and plagiarism,” ([http://imagine.kent.edu/policyreg/view.asp?BackURL=/policyreg/archive.asp?ChapterID=4&Table=Archive&ID=46](http://imagine.kent.edu/policyreg/view.asp?BackURL=/policyreg/archive.asp?ChapterID=4&Table=Archive&ID=46)) can be punishable by an “F” on an assignment or an “F” in the entire course and/or puts you at risk of being dismissed from Teacher Education. For more information consult the above listed website.

**Grading**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-95%</td>
<td>C</td>
<td>78-75</td>
</tr>
<tr>
<td>A-</td>
<td>94-92</td>
<td>C-</td>
<td>74-72</td>
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<tr>
<td>B+</td>
<td>91-89</td>
<td>D+</td>
<td>71-69</td>
</tr>
<tr>
<td>B</td>
<td>88-85</td>
<td>D</td>
<td>68-60</td>
</tr>
<tr>
<td>B-</td>
<td>84-82</td>
<td></td>
<td>59% &amp; below</td>
</tr>
<tr>
<td>C+</td>
<td>81-79</td>
<td>F</td>
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</tbody>
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Please note: According to College policy, all students must receive a C (2.0) or better in all methods and content courses for licensure areas; therefore, a C- does not fulfill this requirement.

When students are on the borderline between one grade and another, the grade will be determined by the professor’s assessment of student professionalism (attendance, participation, academic honesty, etc.). Also note that assignments are read in detail.
Course Assignments for MCED 4/5003

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Lesson Plans</td>
<td>20</td>
</tr>
<tr>
<td>Teacher Work Sample/Unit Plan</td>
<td>50</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30</td>
</tr>
<tr>
<td>Thematic Current Event Lesson Plans</td>
<td>30</td>
</tr>
<tr>
<td>Curriculum Review Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Class Participation</td>
<td>expected</td>
</tr>
<tr>
<td><strong>Total= 150 points</strong></td>
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Assignment Description

**Note: The following are simply descriptions of each assignment. You should ultimately refer to the rubric for complete details regarding each assignment.**

**Lesson Plans (20 Points)**

As a part of the two-week instructional unit that you will teach in your field experience, you must create ten lesson plans. Those lesson plans will be submitted before hand (see course schedule for due date) in which you will receive feedback from the instructor as well as your peers. At least one of the lesson plans you develop must have a global context, meaning that you must explicitly provide students with a global understanding of the content they are learning about. -10 point total (see rubric)

On the day in which your lesson plans will be submitted we will create Professional Learning Communities (PLC). In these PLC’s, your peer(s) will use the lesson plan rubric to provide you with feedback on five of your lesson plans, with one of those lesson plans being your global context lesson. You will use the feedback to then redo the lesson plan. You will submit the original lesson plan, the feedback form from your peer, and the redone lesson plan. -10 point total (see rubric) **Due February 20, Revised due April 3**

**Teacher Work Sample (50 points)**

This assignment is also associated with your two-week field experience. You will submit a portfolio (both electronically and in paper format) that encompasses your entire two-week teaching experience and demonstrates what you can do as a teacher. Your teacher work sample will consist of the following parts:

1. Unit Plan (rough draft due February 20): An overview of what you will be teaching and how you will measure learning.
2. Class and School Context (rough draft due February 20): A description of demographics, differentiated instruction needs and classroom/school learning environment.
3. Assessment Data and Graphs: A written and visual description of how well students demonstrated an understanding of daily concepts and the overall unit concept(s).
4. Re-teaching and Reflection: A reflection on your teaching and how you will re-teach concepts that students may not have grasped.

Final submission of your Teacher Work Sample should be professionally-bound and include a Table of Contents. Please follow APA formatting. **Final Teacher Work Sample due April 17.**

**Midterm Exam (30 Points)**
Your course readings are meant to inform you of scholarly literature pertaining to social studies practice, research and theory. The purpose of this exam is for you to intentionally reflect on social studies scholarship and the role that it plays in the classroom. You will receive 2-3 writing prompts in which you will be required to draw upon your course readings to provide a sufficient response. Responses should be 500-700 words in length (per question) not including references, and should follow APA formatting (cover page, double-spaced, headings, references, etc.).

The midterm will be delivered via Blackboard. It is important that you keep up with the readings each week and take notes on the required readings. **Midterm exam will open and close on March 20.**

**Curriculum Review Presentation (20 points)**
There are various social studies curriculum that could be used to enhance classroom instruction and make social studies interesting to students. You will review a social studies curriculum and then do an in-class presentation of the curriculum. You will also teach a lesson from the curriculum so that your peers can have an idea of what the curriculum may entail. Here are some ideas for your curriculum review presentation:

- The Zinn Ed Project
- Choices
- New York Times
- Project Citizen
- Project Implicit
- Teaching the Levees
- History Alive
- We the People
- Population in Perspective

There are more, but this is a start. Your group/partner (depending on final enrollment numbers) will sign up in-class for your curriculum of choice and presentation date.

**Thematic Current Event Lesson Plans (30 Points)**
You will subscribe to a newspaper publication such as the Washington Post, New York Times, Cleveland Plain Dealer, Miami Herald, USA Today, Akron-Beacon Journal, etc. As you read the newspaper of your choosing, pay attention to global issues that are emerging or are of significance. You will then develop five lesson plans based upon a theme that has emerged from your newspaper readings over the course of the semester.
Keep track of articles that you are reading by clipping, printing, or storing them. Each lesson must include at least two newspaper articles (a total of ten different articles). Lesson plan format will be provided in class. In addition to the five lesson plans, you will submit an introductory page that includes your rationale (how did you develop this theme and why do you think it is important for students to know), targeted grade level, and a brief reflection on what you have learned yourself from reading the newspaper articles.  

*Due May 1.*
Professional Disposition Assessment for Teacher Candidates at Kent State University

Professional dispositions are the professional attitudes, values, and beliefs, demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, faculty, and communities. The teacher education faculty believe that the following professional attitudes support K-12 student learning and development:

- **Fairness** by striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner
- **Belief that all students can learn**
- **Responsibility**

These dispositions are assessed at least three times in a candidate's program: Education in a Democratic Society, a methods class with a field component, and student teaching. In addition, a disposition assessment may be completed by a faculty member at any time a situation calls for it. A candidate may not progress through the teacher education program unless evidence shows that progress toward meeting the disposition standards is underway. By the completion of student teaching, all disposition standards must be rated as acceptable. After a faculty member has completed the disposition assessment, an email will be sent to the candidate indicating that the assessment form needs to be signed. It is the candidate’s responsibility to sign the form by going to [https://www.ehhs.kent.edu/stuPortal](https://www.ehhs.kent.edu/stuPortal). If in the faculty judgment, a professional disposition plan is needed, the candidate will be directed through an email to create one at the student portal address above. Without this signature (and completion of the terms of the professional disposition plan if one is required), application for advanced study, student teaching, and graduation will be denied.

In the case of two dispositions (see below), there are serious consequences candidates need to be aware of:

1. Understands and maintains confidentiality related to student records, personal family information, and student ability/disability in educational programming in order to protect the child's and family's privacy, unless disclosure serves a professionally compelling purpose or is required by law.
2. Obtains and uses audio recording, video recording, and still images of minors solely for course-related purposes only after having obtained written consent from the parent/guardian and the school/center. At all times, the educator protects the identities of individuals portrayed, never engaging in the public sharing of any digital images on social media sites, in public or private discourse, or for personal gain without explicit parent/guardian and school/center permission.

Failure to comply with the above rules is a violation of university policy and may result in disciplinary action. Failure to adhere to these confidentiality rules may also constitute a violation of state and federal law.
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings</th>
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| Jan. 16 | Introduction and Syllabus Review  
What is social studies?  
What is your vision of social studies? |                                                                            |
| Jan. 23 | Challenges to Teaching Middle Childhood Social Studies  
• Textbooks and Standards Analysis  
• Elementary and Early Childhood Social Studies  
• Typical Curriculum and Pedagogy | *Readings* Freire, Banking Concept  
Cruz, B. (2002). Don Juan and rebels under palm trees  
McGuire, M.E. (2007), What happened to social studies? |
| Jan. 30 | Powerful Social Studies/Scope and Sequence  
• What does powerful social studies curriculum resemble? What are challenges to teaching powerful social studies?  
• How can I teach social studies in a powerful and meaningful manner?  
• What do I want my students to know and how do I plan an instructional unit for that?  
• How do I scaffold lessons for middle level social studies?  
*Beginning Unit Plan Development* | *Readings* Thornton pp. 48-54  
Sunal and Haas, Chapter 1 |
| Feb. 6  | Assessment and Backward Design  
• Which types of assessments are most appropriate for powerful social studies teaching?  
• How do I create summative, formative and authentic assessments?  
• How should I plan individual lessons and what format should I use?  
*Unit and Lesson Plan Development* | *Assignments* Curriculum Review #1  
*Readings* Ochoa-Becker, Chapter 9  
Harris, Standards for Authentic Assessments |
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Feb. 13| Historical Thinking  
• How can I make history and historical concepts relevant to students?  
• What methods help to enhance students’ historical literacy?  
*Further Unit and Lesson Plan Development* |                                     | Loewen, Introduction and Chapter 1  
Graham Viator (2012), Historical thinking through questions  
Sunal and Haas, pp. 348-363 |
| Feb. 20| Case-Based and Problem-Learning  
• Case studies as method  
• Decision-making in social studies  
• Encouraging Critical Thinking  
• Maps and geography as case/problem-based learning  
Lesson Plan Critique (PLC) |                                     | 10 Lesson Plans  
Unit Plan and Context  
Rough Draft  
Ochoa-Becker, A.S. (1999), Decision Making  
Engle, S.H. (2003), Decision Making |
| Feb. 27| Unit Plan and Lesson Plan Further Development- Individual Conferences? | |                                                                                               |
| Mar. 6 |                                                                                                                                      | *Field Experience*                 |                                                                                               |
| Mar. 13|                                                                                                                                      | *Field Experience*                 |                                                                                               |
| Mar. 20|                                                                                                                                      | *Mid-Term Exam via BlackBoard*     |                                                                                               |
| Apr. 3 |                                                                                                                                      |                                     |                                                                                               |
| Apr. 10|                                                                                                                                      | *Assignments*                       |                                                                                               |
|        |                                                                                                                                      | Revised Lesson Plans Due  
Curriculum Review #2  
Russell (2012), The Art of Teaching with Film |
|        | Discussion, Dialogue and Debates  
• How can I implement effective discussion in my social studies classroom?  
• How can I address controversial topics with my students? | |                                                                                               |
|        |                                                                                                                                      | *Assignments*                       |                                                                                               |
|        |                                                                                                                                      | Curriculum Review #3  
Scheiner-Fisher and Busey (2013) Teaching Taboo Topics |

*Busey*  
*Middle Childhood Social Studies*  
*p. 12*
Apr. 17  | Teaching ML Social Studies to English Language Learners  
| • What strategies work best for teaching social studies content to English Language Learners?  
|  |  
|  | Assignments  
|  | Curriculum Review #4  
|  | Teacher Work Sample Due  
|  | Readings  
|  | Salinas (2006), Introducing historical thinking to second language learners

Apr. 24  | Teaching Economic Concepts  
|  | Assignments  
|  | Curriculum Review #5  
|  | Readings  
|  | Sunal and Hass, Chapter 13

May 1  | Global Issues and Current Events  
|  | Assignments  
|  | Thematic Current Events Lesson Plans  
|  | Readings  
|  | Busey and Waring (2012), Global Mindedness as the Goal  
|  | Sunal and Hass, Chapter 6

Finals Week  | Interviews and Conferences

**Course Bibliography**


