

The University of Texas at San Antonio
College of Education and Human Development
Department of Interdisciplinary Learning and Teaching
C&I 4543.001 Approaches to Teaching Social Studies 4-8
2008 Spring, Thursdays Main Building 1.104 5:30 pm-8:15pm

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Department of Interdisciplinary Learning and Teaching
MISSION AND VISION

The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

GOALS

The department of ILT will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

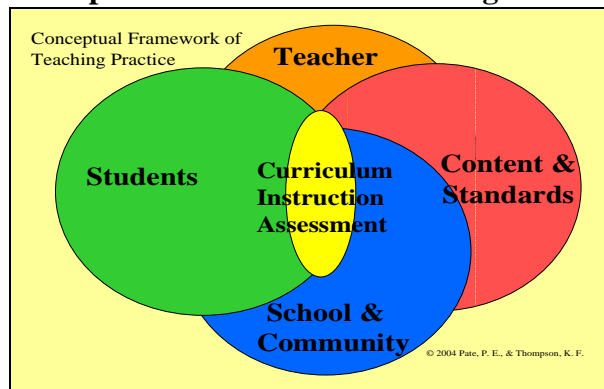
CATALOG DESCRIPTION

This course emphasizes student-centered curricula that meet the needs of diverse students in grades 4–8. Preservice teachers examine and apply models of teaching and learning to develop the knowledge, values, and experiential bases necessary for effective teaching. Students will demonstrate proficiency by creating and teaching lesson plans that specifically address the 4th–8th grade Social Studies standards as well as integrate other content, incorporate technology, and address diversity. A minimum of 20 hours of interaction with public school students and teachers under the supervision of University faculty is required.

COURSE GOALS

- To have a better understanding of the relationship between the social studies teacher, student, content/standards, classroom/school/community, curriculum, instruction, and assessment; and
- To provide practical information about the design, development, implementation, and evaluation of social studies curriculum, instruction, and assessment and classroom management.

Conceptual Framework of Teaching Practice



Academic excellence is a goal of educators. When teachers reflect upon their philosophy and values, examine their teaching style and preferences, consider their personality traits, and use this information when developing and delivering curriculum, instruction, and assessment, then academic excellence occurs. When professional judgment is used to make sound decisions regarding how to respect and address the cultural contexts, personal knowledge, and voices of each and every student in curriculum, instruction, and assessment, then academic excellence occurs. When school and district-level, state-mandated, and professional association standards are analyzed for clarity and purpose and developmentally appropriate content is identified, then academic excellence occurs. When the school (e.g., students, teachers, administrators, staff, parents) is true to its vision and mission, when the community (e.g., you and elderly, advantaged and disadvantaged) develops a sense of place, and when the school and the community work together for the betterment of each other, then academic excellence occurs. Academic excellence represents an accumulation of high standards, rigorous learning, and meaningful work occurring across time.

INFORMATION ITEMS

Scholastic Integrity: Students are expected to be above reproach in scholastic activities. Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regent's Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, subdivision 3.22). Since scholastic dishonesty harms the individual, all students and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

Fitness to Teach Policy: The COEHD's "Fitness to Teach Policy" specifically addresses issues of attendance, dispositions, professionalism, and scholarship. Students are advised to review the policy at the following url: <http://www.utsa.edu/hop/chapter5/5-17.htm>

Communication with the Instructor: Your official means of communication from The University of Texas at San Antonio Teaching will be through your UTSA Lonestar email account.

REQUIRED MATERIALS

The instructor will supply class materials, but the class will make use of National Middle School Association (2003), *This We Believe: Successful Schools for Young Adolescents*, *Research and Resources in Support of This We Believe*, and Kellogg and Kellogg *Teaching Young Adolescents*.

COURSE REQUIREMENTS

Class Participation/Attendance/Competencies/Activities (10 percent): It is expected that students will participate fully in all aspects of the class. As a professional, **courtesy, promptness, and regular attendance** should be the rule. If you know you are going to be absent, please discuss it with the instructor prior to the absence. Missing more than thirty minutes of a class will be considered an absence. Unless approved, each absence will equate to a deduction of **5** points. Absentees are responsible for all materials distributed or discussed. Activities related to portfolio development will be periodically completed during the class. All cell phones and beepers should remain off for the duration of the class session. If an accommodation relating to a disability is needed, please contact the instructor before the second class session.

Field Experience (20 percent):

A requirement for any course with field experiences in the schools is that every UTSA student must submit to a criminal history check. No students are allowed in a school until this check is conducted and confirmed by our administration. Successful completion of the field experience is required for obtaining course credit. This includes **20 hours** of observing **and** teaching in a middle school. A course grade cannot be determined until documentation of satisfactory completion of fieldwork has been provided. Specific guidelines for the field experience will be provided. Students must demonstrate professional conduct and attire that is appropriate for teaching young adolescents in educational settings. Students must adhere to all policies and regulations of the school or facility serving as a field-base site. Any breach of professional ethics or conduct deemed unsuitable by the cooperating teacher in the field placement and the course instructor could result in the student being dropped from the course or disciplinary action by the university following the policies specified in the UTSA Faculty Handbook.

Portfolio Components based on Conceptual Framework of Teaching Practice (70 percent): Assessment will include TEKS analysis, sample lesson plans, and a final exam.

Teacher: Who am I as a social studies teacher?

Student: Who are my social studies students?

Content/Standards: What is social studies? How do I use the social studies standards? How do I use the social studies TEKS?

Classroom/School/Community: How do I set up my social studies classroom? How is social studies used in the community?

Curriculum: What curricular models should I use in social studies? What interactive social studies web sites should I use? What is a social studies contract? How is social studies taught as a separate subject?

Instruction: How do I plan a social studies 5—E lesson? What social studies strategies should I use?

Assessment: What traditional assessments should I use in social studies? What alternative assessments do I use in social studies? How do I use formative assessments in social studies? How do I use summative assessments in social studies? How do I provide assessment feedback in social studies? What are the social studies TAKS?

90 – 100 percent = A

80 – 89 percent = B

70 – 79 percent = C

Below 70 percent = F

Tentative Schedule

<p>January 17, 2008 Thursday <i>Focus: TEACHER</i> <i>Content: syllabus, introduction, model, climate, expectations</i> <i>Strategy: TP Talk, Ticket out the Door, Round Robin</i></p>	<p>January 24, 2008 Thursday <i>Focus: CONTENT/STANDARDS</i> <i>Content: SS Strands, Sample “Event Notes,” SBOE Standard III</i> <i>Strategy: ‘Sidebar’ on TEKS topic</i></p>	<p>January 31, 2008 Thursday <i>Focus: CONTENT/STANDARDS</i> <i>Content: TEKS/TAKS, curriculum research, TEA Framework and chart</i> <i>Strategy: Jigsaw, primary sources, explain Walkaround</i></p>	<p>February 7, 2008 Thursday <i>Focus: SCHOOL AND COMMUNITY</i> <i>Content: TEA Accountability Ratings, Organizational Structure</i> <i>Strategy: Jigsaw on This We Believe school culture and technology Scavenger Hunt, if time</i></p>
<p>February 14, 2008 Thursday <i>Focus: STUDENTS</i> <i>Content: The Differentiated Classroom, Kellogg & Kellogg</i> <i>Strategy: Round Table on special pops using “On the Same Page”</i> <i>Note: field placement must start by 9/24</i></p> <p><i>Video: “A Place at the Table”</i></p>	<p>February 21, 2008 Thursday <i>Focus: CURRICULUM, INSTRUCTION, and ASSESSMENT (CIA)</i> <i>Content: begin TEKS analysis and lesson plan model—due date TBA</i> <i>Strategy: Think, Pair, Share on research models</i></p>	<p>February 28, 2008 Thursday <i>Focus: CIA</i> <i>Content: Taylor AHA! Model, Understanding by Design, Kellogg & Kellogg</i> <i>Strategy: group activity based on Taylor model</i></p>	<p>March 6, 2008 Thursday <i>Focus: CIA, assessments</i> <i>Content: Kellogg & Kellogg, Understanding by Design, midterm assessment via</i> <i>Strategy: Snowball Fight</i> <i>Note: submit fieldwork log—25%-- student discussion</i></p>
<p>March 13, 2008 Thursday</p> <p>SPRING BREAK!</p>	<p>March 27, 2008 Thursday <i>Focus: CIA</i> <i>Content: TEKS analysis, lesson plan construction, Kellogg & Kellogg</i> <i>Strategy: brainstorming using student analysis of field observations</i> <i>Note: submit fieldwork log—50%-- student discussion</i></p>	<p>April 3, 2008 Thursday <i>Focus: CIA</i> <i>Content: technology integration</i> <i>Strategy: web based instruction</i></p>	<p>April 10, 2008 Thursday</p> <p><i>Tentative: guest presenter, Patricia Dunn, ITC</i></p>
<p>April 17, 2008 Thursday <i>Focus: CIA</i> <i>Content: Instruction/Assessment GrabBag</i> <i>Strategy: illustrate review activities (Jeopardy, Flyswatter Game, etc)</i></p>	<p>April 24, 2008 Thursday IDEA SURVEY</p> <p><i>Focus: course review</i> Content: course model <i>Strategy: student-generated</i> <i>Note: field-work, 100% due</i> Begin Final Exam</p>	<p>May 1, 2008 Thursday</p> <p><i>Student Study Day</i></p>	<p>May 3, 2008 Saturday Final Exam 5:00pm-7:30pm</p> <p><i>Final exam will be based on creating a lesson plan, active teaching strategy, sample assessment, method of differentiating, etc.</i></p>