

## EDUC 564

**PROGRAM:** Middle Grades

**EDUC 564 SECTION** 001 & 956

**COURSE TITLE:** Teaching Social Studies Middle Grades

**INSTRUCTOR NAME and CONTACT INFORMATION:** Suzanne A. Gulledge, Ph.D. 301 B Peabody Hall, 962-7879, sgulledg@email.unc.edu

**DATE SYLLABUS REVISED:** August, 2008

**COURSE DESCRIPTION:** This course is designed to provide professional content knowledge, encourage development of appropriate teaching strategies and facilitate the construction of standards-based units of instruction for social studies. It offers 3 units of credit as part of the Middle Grades Program professional studies sequence. The course will be structured to coincide with weekly observations in a middle school classroom in advance of student teaching in the spring semester. The course will include didactic instruction, workshop sessions, and online modules delivered through Blackboard. Candidates will do research, complete module assignments, develop social studies unit plans, and prepare a demonstration lesson to share with colleagues.

### **Preparing Leaders in Education**

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

### **For Equity and Excellence**

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully

developing candidates, not only academically but also in moral and political senses.

### **In a Democratic Society**

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

### **School of Education Conceptual Framework Principles**

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

### **SOE Conceptual Framework Dispositions**

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

The topics and activities selected for this module have these purposes:

- to introduce pre-service teachers to middle level social studies
- to plan using the North Carolina Standard Course of Study for Social Studies
- to demonstrate a variety of teaching strategies and best practices
- to provide experiences with innovative teaching and learning

- to facilitate preparation of a social studies unit for middle grades students
- to incorporate NCSS curriculum and national content standards in teaching
- to encourage pre-service teachers to thoughtfully consider their role in preparing young people for effective citizenship in a democracy
- to enhance pre-service teachers' understanding of fundamental concepts of the social sciences, history and humanities in the context of social studies

<p><b>Course Standards</b></p> <p><b>(Addressed):</b></p>	<p><b>School of Education Conceptual Framework Principles and Dispositions</b></p> <p>NC-CH2004.P.1: Candidates possess the necessary content knowledge to support and enhance student development and learning.</p> <p>NC-CH2004.P.2: Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.</p> <p>NC-CH2004.P.3: Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.</p> <p>NC-CH2004.P.4: Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including communication and collaboration with students and stakeholders.</p> <p>NC-CH2004.D.1: Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make contributions to society.</p> <p>NC-CH2004.D.2: Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve practice.</p> <p><b>INTASC STANDARDS:</b></p> <p>INTASC.1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and designs learning experiences that make these aspects of subject matter meaningful for students.</p> <p>INTASC.2: The teacher understands how children learn and develop, and can provide learning opportunities that support their social and personal development.</p> <p>INTASC.3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities to diverse learners</p> <p>INTASC.4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills</p> <p>INTASC.5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation</p> <p>INTASC.6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active learning, collaboration, and supportive interaction in the classroom.</p> <p>INTASC.7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals</p> <p>INTASC: 8 The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous social and physical development of the learner.</p> <p><b>NC Standards for Teacher Preparation Initial Licensure Core Standards</b></p> <p>NC-T.CORE.1: Teachers have a broad knowledge of content.</p> <p>NC-T.CORE 2: Teachers know how to teach students.</p> <p>NC-T.CORE 3: Teachers are successful in teaching a diverse population of students.</p> <p>NC-T.CORE 6: Teachers respect and care about students.</p>
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**NC Diversity Standards**

NC- CORE DIVERSITY STANDARD: Teachers understand the central concepts, tools of inquiry, and structures of  
T.CDIV.1 discipline(s) they teach and can create classroom environments and learning experiences that make these aspects  
matter accessible, meaningful and culturally relevant for diverse learners.

NC- CORE DIVERSITY STANDARD: Teachers understand how students cognitive, physical, socio-cultural, linguistic,  
T.CDIV.2 emotional, and moral development influences learning and address these factors when making instructional decisions.

**Technology Standards**

NC- CORE TECHNOLOGY STANDARD: Teachers plan and design effective learning environments and  
T.CTECH.2 experiences supported by technology.

NC- CORE TECHNOLOGY STANDARD: Teachers implement curriculum plans, that include method  
T.CTECH.3 strategies for applying technology to maximize student learning.

NC- CORE TECHNOLOGY STANDARD: Teachers apply technology to facilitate a variety of effective  
T.CTECH.4 assessment and evaluation strategies.

NC- CORE TECHNOLOGY STANDARD: Teachers understand the social, ethical, legal, and human issues  
T.CTECH.6 surrounding the use of technology in PK-12 schools and apply those principles in practice

**North Carolina Teacher Standards Middle Level General:**

NC-T. MIDL.1: Middle level teachers understand the major concepts, theories, and research related to young adolescent development  
they provide opportunities that support student development and learning.

NC-T.MIDL.2: Middle level teachers understand major concepts, principles, theories and research underlying the philosophies  
of the developmentally responsive middle level programs and schools, and they work successfully within these organizational  
structures.

NC-T. MIDL.3: Middle level teachers understand major concepts, principles, theories, standards, and research related to middle level  
curriculum and use this knowledge in their practice.

NC-T.MIDL.5 Middle level teachers understand and use the central concepts, tools of inquiry, standards, and structures of core  
teaching field(s) and create meaningful learning experiences that develop young adolescents' competence in subject matter and  
content areas.

NC-T.MIDL.6 Middle level teachers understand, value, and integrate literacy skills (i.e., reading, writing, speaking, and listening)  
content areas.

NC-T.MIDL.7 Middle level teachers understand and use the major concepts, principles, theories, and research related to effective  
instruction, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and  
needs of all young adolescents

NC-T.MIDL.8 Middle level teachers understand and use formal and informal assessment strategies to evaluate learning and to  
ensure the continuous intellectual, social, and physical development of young adolescents.

NC-T.MIDL.9 Middle level teachers understand the complexity of young adolescents and develop competence as professionals  
to teach them.

**North Carolina Teacher Standards Middle Level Social Studies**

NC-  
T.MIDL.D

NC- STANDARD: Middle level social studies teachers have a broad knowledge of world cultures, understand the  
T.MIDL.D.1 interdisciplinary nature of social studies, and use this knowledge in their teaching.

NC- I: Middle level social studies teachers understand and use the following geographic concepts: (A) Five themes of geography;  
T.MIDL.D.1.1 essential elements of geography; (C) Map and globe skills; (D) Interpretation of thematic maps and other graphic representations

NC- I: Middle level social studies understand and use the following economic concepts: (A) Supply and demand; (B)  
T.MIDL.D.1.2 Interdependence/international trade; (C) Limited resources - resource allocation; (D) Opportunity cost; (E) Economic systems  
enterprises/market economy; (G) Planned/command economy; (H) Mixed economy; (I) Industrialization and technology; (J) Agriculture  
and subsistence agriculture; (K) United States financial and banking institutions

NC- I: Middle level social studies teachers understand and use the following political science components: (A) Local, state, and  
T.MIDL.D.1.3 governments; (B) United States founding documents; (C) United States judicial system; (D) Comparative governments; (E) International  
relations

NC- I: Middle level social studies teachers understand and use the following concepts of North Carolina, United States, and World  
T.MIDL.D.1.4 Sense of chronology; (B) Cause and effect/multiple causation; (C) Continuity and change; (D) Differences in historical periods  
Social movements; (F) Economic cycles; (G) Conflicts and resolution

NC- STANDARD: Middle level social studies teachers connect social studies with the broad curriculum.  
T.MIDL.D.2

NC- I: Middle level social studies teachers integrate communication skills and competencies in their instruction.  
T.MIDL.D.2.1

NC-T.MIDL.D.2.2	I: Middle level social studies teachers enhance students understanding of cultures and historical periods by incorporating th (e.g. world and American literature, visual and performing arts, and languages).
NC-T.MIDL.D.2.3	I: Middle level social studies teachers enhance instruction by making connections with scientific discoveries and technolog
NC-T.MIDL.D.2.4	I: Middle level social studies teachers incorporate mathematics in their instruction.
NC-T.MIDL.D.3	STANDARD: Middle level social studies teachers understand the relevant applications of social studies and knowledge in their instruction.
NC-T.MIDL.D.3.1	I: Middle level social studies teachers facilitate student consideration, creation, or reflection of relevant applications of the citizenship, historical perspectives, and global interdependence).
NC-T.MIDL.D.4	STANDARD: Middle level social studies teachers plan developmentally appropriate instruction that expands of young adolescents beyond local communities.
NC-T.MIDL.D.4.1	I: Middle level social studies teachers provide positive cultural learning experiences through multicultural literature and ot

	<p><b>Course Standards</b></p> <p><b>(Assessed):</b></p>	<p><b>School of Education Conceptual Framework Principles and Dispositions</b></p> <p>NC-CH2004.P.1: Candidates possess the necessary content knowledge to support and enhance student development and learning.</p> <p>NC-CH2004.P.2: Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts and incorporate a variety of strategies, such as technology, to enhance student learning.</p> <p>NC-CH2004.P.3: Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.</p> <p>NC-CH2004.P.4: Candidates view and conduct themselves as professionals, providing leadership in their classrooms including effective communication and collaboration with students and stakeholders.</p> <p>NC-CH2004.D.1: Candidates will exhibit behavior that demonstrates a belief that all individuals can develop and make positive contributions to society.</p> <p>NC-CH2004.D.2: Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection improve professional practice.</p> <p><b>INTASC STANDARDS:</b></p> <p>INTASC.1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>INTASC.2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p>INTASC.3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners</p> <p>INTASC.4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills</p> <p>INTASC.7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and learning goals.</p> <p>INTASC: 8 The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> <p><b>NC Standards for Teacher Preparation Initial Licensure Core Standards</b></p> <p>NC-T.CORE.1: Teachers have a broad knowledge of content.</p> <p>NC-T.CORE 2: Teachers know how to teach students.</p> <p>NC-T.CORE 3: Teachers are successful in teaching a diverse population of students.</p>
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Activities & Assignments:	<p>Weekly observation, in a middle school classroom for 2-3 hours per week.</p> <p>Classroom sessions with didactic instruction and discussions that aim to encourage inquiry and critical-thinking about methods and planning lessons associated instructional practices in the Language Arts.</p> <p>Design a complete Language Arts Unit with at least five lesson plans, consult with the classroom teacher, and demonstrate evidence of inclusion of differentiation for students with special needs.</p>
Requirements:	<p>Attendance at all scheduled meetings and on-time, full time participation is expected.</p> <p>Students in EDUC 83 must present documentation in order for any tardiness or absence to be excused. All absences, tardies or late work, even if excused, must be accompanied by the "Acknowledgement of Absence, Tardy or Delinquent Work" form used by the Middle Grades Program. Students who are absent or tardy must notify the instructor before or immediately after the incident. Grade point penalties apply for failure to comply.</p> <p>Unexcused absences are penalized by 3 points deduction from the final grade for each occurrence. Tardiness of more than 10 minutes or early exit from class result in 1point deduction from the final grade for each occurrence.</p>

Accommodations for Disability:	<p>Students who require assistance or accommodations due to special needs or disabilities are expected to inform instructors and provide the appropriate documentation from the UNC-Chapel Hill Department of Disability Services at the beginning of the course.</p>
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