MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS

Course Prefix and Number: EDS 6643
Course Title: Social Studies Education Pedagogy
Credit Hours: Three (3) semester hours
Type of Course: Lecture
Catalogue Description: (Co-requisite: EDS 8883 or EDS 8893 or consent of instructor). Three hour lecture. Field-based. A comprehensive examination of the effective practices for teaching and evaluating for social studies students in secondary classrooms.

College of Education Conceptual Framework:

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.
Course Objectives:
The student will…

1. detail the history of social studies education in the nation and in the state. (CFPO #1; INTASC #9, #10)
2. expound the overarching goal, purposes, and approaches of social studies education. (CFPO #1; INTASC #1; INTASC #9, #10)
3. describe state and national requirements for professional licensure in teaching social studies. (CFPO #1; INTASC #9)
4. secure benefits made available through specialized professional associations that provide support to social studies education and social studies teacher. (CFPO #1; INTASC #9)
5. explicate state and national standards applicable to the teaching of social studies. (CFPO #3, INTASC #1, #7)
6. develop an effective scope and sequence for middle/secondary social studies. (CFPO #3, INTASC #1, #7, #10)
7. organize subject matter appropriate for middle/secondary social studies. (CFPO #3, INTASC #1, #7, #10)
8. distinguish critical issues and challenges confronting social studies educators. (CFPO #1; INTASC #9, #10)
9. design a unit of powerful and authentic instruction appropriate for middle/secondary social studies classrooms. (CFPO #2, #3, #10, #12; INTASC #1, #2, #3, #4, #5, #6, #7, #10)
10. strategize assessment and evaluation techniques suitable for use in middle/secondary social studies classrooms. (CFPO #2, #4; INTASC #2, #3, #8)
11. assess the importance of planning and delivering instruction through the use of a variety of teaching methods and materials. (INTASC #1, 2, 3, 4, 5, 6, 7; CFPO #2, 3, 6, 7, 10, 12)
12. examine the use of lecture, direct instruction, and questioning in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
13. examine the use of discussion, group work, and cooperative learning in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
14. examine the use of debate and values clarification in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
15. examine the use of inquiry and discovery in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
16. examine the use of role playing and story-telling in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
17. examine the use of simulations and games in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 7, 10)
18. examine the use of field trips and field work in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
19. examine the use of problem based learning and service learning in middle/secondary social studies classroom. (INTASC #1, 2, 3, 4, 5; CFPO #3, 10)
20. analyze the benefits of using textbooks, fiction and nonfiction, newspapers, and periodicals in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #7, 10, 12)
21. analyze the benefits of using maps, primary documents, political cartoons, and photographs in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #7, 10, 12)
22. analyze the benefits of using timelines, charts, graphs, concept maps, Venn diagrams, and other graphic organizers in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #10, 12)
23. analyze the benefits of using music, art, film, the Internet, and other media in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #7, 10, 12)
24. analyze the benefits of using guest speakers, oral histories, and case studies in middle/secondary social studies classrooms. (INTASC #1, 2, 3, 6, 7; CFPO #10, 12)

Topics to be Covered:
1. The Social Studies (3 hours)
   a. Definition of Social Studies
   b. History of Social Studies Education
   c. Overarching Goal of Social Studies Education
   d. Purposes of Social Studies Education
2. The Profession of Teaching Social Studies (3 hours)
   a. Licensure Requirements
   b. State Certification
   c. National Board for Professional Teaching Standards Certification
   d. Professional Development
   e. Entry Level (Pre-Service)
   f. Continuing Education (In-Service)
   g. Social Studies Professional Organizations
      i. Mississippi and National Councils for the Social Studies
      ii. Mississippi and National Councils for History Education
      iii. Mississippi and National Councils for Economic Education
      iv. Mississippi Geographic Alliance and National Council for Geographic Education
3. State and National Social Studies Standards for Teaching and Learning (3 hours)
   a. Professional Codes of Ethics for Educators
   b. National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment
   c. National Standards for History
   d. Voluntary National Content Standards in Economics
   e. National Geography Standards
   f. National Standards for Civics and Government
   g. Mississippi Social Studies Curriculum Framework
   h. Common Core State Standards
4. Social Studies Curriculum Scope and Sequence (3 hours)
   a. K-6 Curriculum
   b. 7-12 Curriculum
   c. Sources of Subject Matter of the Social Studies
      i. History
      ii. Geography
iii. Political Science  
iv. Economics  
v. Psychology  
vi. Sociology  
vii. Anthropology  

5. Planning to Teach Social Studies Units of Instruction (3 hours)  
a. Approaches to Planning (e.g., pacing, mental mapping, backward design)  
   i. Facts vs. Concepts  
   ii. Skills Development (generic skills and social studies-specific skills)  
b. Powerful and Authentic Social Studies  
   i. Ingredients of Powerful and Authentic Social Studies (PASS)  
   ii. Steps to Planning a PASS Unit  

6. Planning Instruction for Middle/Secondary Social Studies Student: Lesson Planning Basics (3 hours)  
a. Behavioral Objectives/Depth of Knowledge  
b. Teacher Activities vs. Student Activities  
c. Assessment and Evaluation in the Social Studies (6 hours)  
   i. Objective and Subjective Testing in the Social Studies  
   ii. Formative and Summative Assessment  
   iii. Performance-Based and Authentic Assessment  
   iv. Mississippi Curriculum Testing Program  
d. Integration of Subject Areas  
e. Meeting Individual Needs of Students  
f. Making Multicultural Connections  

7. Traditional Methods of Teaching Social Studies (3 hours)  
a. Attention and Retention Rates of Students  
b. Lecture  
c. Direct Instruction  
d. Questioning  

8. Student-Centered Approaches to Learning about Social Studies (3 hours)  
a. Discussion  
b. Group Work  
c. Cooperative Learning  
d. Debate  
e. Values clarification  
f. Inquiry  
g. Discovery  

9. Novelty Methods of Teaching Social Studies (3 hours)  
a. Role-playing  
b. Story Telling  
c. Simulations  
d. Games  
e. Field Trips  
f. Field Work  
g. Project-Based Learning in the Social Studies  
   i. Problem-Based Learning
ii. Service Learning

10. Using Traditional Print Materials in the Social Studies Classroom (3 hours)
   a. Textbooks
   b. Fiction and nonfiction
   c. Newspapers
   d. Periodicals

11. Using Other Print Materials in the Social Studies Classroom (3 hours)
   a. Maps
   b. Primary documents
   c. Political Cartoons
   d. Photographs

12. Using Graphic Organizers in the Social Studies Classroom (6 hours)
   a. Timelines
   b. Charts
   c. Graphs
   d. Concept Maps
   e. Venn Diagrams

13. Using Media in the Social Studies Classroom (3 hours)
   a. Music
   b. Art
   c. Film/Video
   d. The Internet
   e. Other media

14. Using First Person Narratives in the Social Studies Classroom (3 hours)
   a. Guest Speakers
   b. Oral Histories
   c. Reader’s Theater
   d. Case Studies

15. Issues and Challenges Confronting Social Studies Teachers (3 hours)
   a. Student apathy/disinterest
   b. Breadth vs. depth issues
   c. Teaching about controversial issues
   d. Current challenges (e.g., Funding challenges, No Child Left Behind, Common Core)

Suggested Student Activities:

1. Create an illustrated timeline of the history of social studies education. (Obj. #1)
2. Articulate a personal philosophy of teaching social studies. (Obj. #2)
3. Create a five-year plan for professional development. (Obj. #3)
4. Peruse the web sites of social studies professional organizations and determine requirements for and benefits of membership in each. (Obj. #4)
5. Develop a PowerPoint presentation on state and national social studies-related standards. (Obj. #5)
6. Analyze and critique the Mississippi grades K-12 social studies scope and sequence. (Obj. #6)
7. Create a mental map depicting the subject matter for a specific middle or secondary social studies unit of instruction. (Obj. #7)
8. Develop a PASS unit plan of instruction for a specific middle or secondary social studies course. (Obj. #9)
9. Prepare annotated bibliographies (using APA 6th edition) of academic journal articles that address critical considerations associated with assessment and evaluation in middle and secondary social studies. (Obj. #10)
10. Write position papers on current issues and challenges facing social studies teachers. (Obj. #8)
11. Create a set of ten, standards-based, original lesson plans appropriate for use in a middle/secondary classroom. (Note: Each plan should focus on one of the ten NCSS Thematic Standards.) (Obj. #9)
12. Create an original PBL case appropriate for use in a middle/secondary classroom. (Obj. #19)
13. Examine the pros and cons of various teaching methods. (Obj. #12-19))
14. Simulate the use of best practices in teaching social studies. (Obj. #12-19)
15. Identify a variety of commercial and other sources of social studies teaching materials. (Obj. #20-24))
16. Collect and present to the class a collection of ten free and inexpensive instructional materials appropriate for use in middle/secondary social studies classrooms. (Obj. #20-24)
17. Read and prepare a ten-page (double-spaced) review of a social studies-related book. Book selections will be negotiated between the students and the instructor. (Obj. #1-24)
18. Select a current issue in social studies education. Issue selections will be negotiated between the students and the instructor. Conduct research on the topic and prepare a ten-page (double-spaced) original manuscript on the topic. (Obj. #8)

**Required Texts:**


**Methods of Instruction:**

Lecture, small and large group discussion, demonstration, inquiry, discovery, cooperative activities, and problem-based learning will be employed.

**Academic Honesty:**

Students enrolled in this course are expected to adhere to the Mississippi State University Student Honor Code, which reads as follows:

*As a Mississippi State University student I will conduct myself with honor and integrity at*
In all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.

In the event of an occurrence of academic misconduct, the guidelines and procedures outlined in the MSU Honor Code will be followed. The guidelines and procedures may be accessed on the MSU web site at http://www.honorcode.msstate.edu/pdf/honor-code.pdf

**Technology:**

Technology will be used in both the delivery of the course content and through course requirements completed by students. Delivery of course content will use PowerPoint presentations, materials on the Internet and myCourses. All course assignments will be completed using appropriate software.

**Cultural Diversity:**

Student will examine materials for appropriateness to use with diverse learners.

**Students with Disabilities:**

In accordance with section 504 of the 1973 Rehabilitation Act and the American with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

**Student/Disability Support Services:**

As required by the 1973 Disabilities and Rehabilitation Act, MSU provides reasonable accommodations to students who demonstrate, through appropriate documentation, a qualified disability. The Office of Student Support Services and Disability Support Services, which is located in 01 Montgomery Hall, is the designated unit on campus where students with disabilities must identify themselves when requesting academic accommodations. The telephone number for the office is 662.325.3335.

**Field Component:**

A field component of observation hours in a local public school is required.

**Attendance Policy:**

Attendance at all class meetings is expected. In the event of an absence, it is the student’s responsibility to contact the instructor to learn of class proceedings and assignments for the next class meeting. With the exception of extraordinary circumstances, make-up work will not be allowed.

**Evaluation of Student Progress:**

Student progress will be evaluated on the quality of written and oral class assignments, development of professional portfolio artifacts, and performance on examinations.
Quality of Work Policy:

In that this is a graduate level course, it is expected that all work submitted for evaluation will be of the highest quality. Each assignment will be evaluated on the degree of accuracy, completeness, clarity, and thoughtfulness that is exhibited. In addition, the degree of writing proficiency will also be assessed. Acceptable rules of writing style, as delineated in the *Publication Manual of the American Psychological Association* (6th ed.), will apply to all course assignments. Deductions for errors in grammar, spelling, and mechanics will be made as follows:

- 1-2 minor errors—no deduction of points
- 3-5 minor errors—5% deducted from score earned on content
- 6-9 minor errors—10% deducted from score earned on content
- 10 or more minor errors and/or major errors of any kind—a grade of zero will be awarded for the assignment

Grade Evaluation:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Field Experience/Reflective Journal Entries</td>
<td>20%</td>
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<tr>
<td>In-Class Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Unit and Lesson Plans</td>
<td>30%</td>
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<tr>
<td>Examinations</td>
<td>30%</td>
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Grading Scale:

A = 94% & above  
B = 87% – 93%  
C = 80% – 86%  
D = 73% – 79%  
F = below 73%

Bibliography

Articles


in the classroom. *The Social Studies, 90*(2), 78-84.


**Books**


