

Teaching the Interdisciplinary Knowledge of Social Studies

Division: Teacher Education

Program Area: Social Studies Education

Course #: SSE 6720 CRN: XXXXX

Section#: 001

Term/Year: Winter 2010 (Proposed)

Course Location: 200 College of Education

Day & Time: TBD

Instructor: Kristy Brugar

Office Hours: by appointment (please email to make arrangements)

Email:

Course Description

To build interdisciplinary knowledge and pedagogical skills in the social studies including media literacy.

Introduction

The state of Michigan describes social studies as

the integrated study of the social sciences to prepare young people to become responsible citizens. The purpose of social studies is to develop social understanding and civic efficacy (the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a democratic society.) The social studies curriculum builds four capacities in young people: disciplinary knowledge, thinking skills, commitment to democratic values, and citizen participation.

Through the course readings, discussions, and assignments, students will synthesize the broad array of required coursework taken across the social studies (e.g. history, political science, economics, geography) for teaching in elementary, middle, and/or secondary schools. In addition, students will apply content knowledge and understandings to K-12 classroom situations emphasizing intellectual, social and affective development.

Course Outcomes

Articulate a personal conceptual framework or philosophy based on research, best practice, and reflection with speaking to current educational issues.

Synthesize interdisciplinary knowledge and teaching across the social studies.

Demonstrate appropriate teaching practices, including effective communication and classroom/group management skills.

Demonstrate an ability to use information technology to enhance student and personal learning and productivity.

Required Texts & Materials (the Social Studies Standards & the GLCE's mentioned in the MDE resources below are the ones used throughout the course.)

Fritzer, P.J. & Brewer, E.A. (2009). *Social studies content for elementary and middle school teachers*. New York: Allyn & Bacon.

Hammond Incorporated. *The New Comparative World Atlas*.

Levitt, S.D. & Dubner, S.J. (2009). *Freakonomics: A rogue economist explores the hidden side of everything*. New York: Harper Perennial.

Michigan Department of Education. (current) Grade Level Content Expectations (GLCEs), Social Studies, K-8.

http://michigan.gov/documents/mde/SSGLCE_218368_7.pdf

Michigan Department of Education. (current) High School Content Expectations, Social Studies (HSCEs).

http://mich.gov/documents/mde/SS_HSCE_210739_7.pdf

ASSIGNMENT DETAILS

The details below are for all students; graduate students will have the additional work listed below.

There is a maximum of 165 points available for this course. Due dates are listed on the class syllabus. All assignments are to be submitted on paper, legibly written or, preferably typed in 11 or 12-point font, double spaced. **NO EMAIL ASSIGNMENTS WILL BE ACCEPTED. LATE ASSIGNMENTS WILL BE DOCKED 25%/CLASS SESSION THEY ARE LATE.**

I= Individual assignment G= Group assignment

Attendance (I)/ Participation (I) – 65 points

Prompt and regular attendance is required. Each student's presence and participation in every class is essential to the success of the class. Students will receive four points per class session; points will not be awarded to students who are absent or tardy for any part of the session; more than three tardies or two absences may result in loss of credit for the course.

Active participation in both large and small group discussions is expected. Active participation is identified as attending and preparing for class, initiating, sharing and responding to experiences, ideas, and observations about social studies content.

One can only participate if he/she is in attendance; as a result these two items are linked.

Resource Reviews (I) – 50 points (10 points/review)

Objective: Students will be able to identify, examine, and evaluate K-12 social studies resources based on their understandings and knowledge of social studies content as well as additional research materials.

Activity: Each student is required to complete five resource reviews – one in each of the four categories list below and a fifth option of their choice (an additional review in one of the noted categories or something else with prior approval from the instructor).

1. *Field Trip* (2 – in-person, virtual)
2. *Film* (3 – educational, documentary, popular)
3. *Media* (3 – magazine, newspaper, website)
4. *Textbook* (2 – U.S. history, other)

Each review will include and identification of the resource (APA citation), a description of the resource, and an evaluation of the resource for K-12 social studies students and classrooms.