Course Information Summary

Course (Prefix, Number, Title):
SOS 3400  Methods and Materials in the Social Studies in the Secondary School

Course Description:
Aims and goals of social studies teaching; nature and scope of social studies materials; methods used in teaching the social studies, including those employing instructional technology. Thirty clock hours in clinical experiences are required. This course is designed to meet the needs of students who will receive Social Science Teaching Certification.

Pre-requisites/Co-requisites
SED 3330 and EDP 3331; for ISEP students, SED 3000; for Middle Level Education majors, MLE 3110

Required Text:
Section One:

Section Two:

Support of Conceptual Framework:
The Unit Conceptual Framework focuses on five domains: Diverse students, diverse strategies, diverse technologies, diverse societies/communities and diverse subjects and levels. The SOS 3400 course incorporates all five of these domains. Students are exposed to and taught a range of diverse social studies teaching strategies; they use diverse technologies in research for lesson planning and while presenting microteaching modules; the SOS students are almost always either history majors or social science majors and the curricula for both majors is highly inter-disciplinary, incorporating all of the social sciences, thus addressing diverse subjects. Class discussions as well as the clinical field experiences required for the class address diverse societies/communities.
**Methods of Instruction:**
Lectures, class discussions, group work, practical exercises, peer reviews

**Learning Outcomes/Objectives**
Students should be:
1. able to plan and prepare complete and usable secondary social studies lesson and unit plans
2. able to analyze and critique professional articles related to social studies teaching
3. knowledgeable of methods of social studies evaluation, including the use of portfolios
4. familiar with technological productivity tools used to enhance social studies teaching
5. aware of the diversity among America's schools, students, and communities
6. knowledgeable of teaching methods that are meaningful, integrative, value-based, challenging and active and that are linked to the NCSS Ten Thematic Strands
7. able to present effective social studies lessons to secondary students
8. acquainted with the background and development of the social studies
9. familiar with the NCSS Thematic Strands and the Illinois Learning Standards-Social Studies

**Grading Policy:**
Section One:
Written Assignments (group and individual) = 40 %
Microteaching Plans and Presentations = 50 %
Class Participation = 10 %
Grading scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F

Section Two:
Microteaching Plans and Presentations = 40 %
Unit Plan = 10 per cent
Lesson Plans = 20 %
Curriculum Design Group Project = 15 %
Class Participation = 15 %

**Assignments (Include all assignments that are required across all sections):**
Microteaching Plans and Presentations; Lesson Plans; Unit Plan

**Chart of Assessments (Undergraduate/Initial or Graduate/Advanced as applicable):**
Complete the appropriate chart on the following page, identifying the assessments for the course, a brief description, and then checkmark the boxes for the Unit Standards and Dispositions addressed by that assessment. This should include all assignments/assessments that you can/have aligned with Unit Standards and Dispositions. At the very least it will include Unit and Program Assessments aligned to the Unit Standards. Note: There will be overlap between this and the assignment section.
# Undergraduate/Initial: Chart of Assessments

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Brief Description</th>
<th>Initial Unit Standards Addressed</th>
<th>Dispositions Addressed</th>
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</thead>
<tbody>
<tr>
<td>Lesson Planning</td>
<td>Lesson plans prepared for a variety of social studies topics in various social studies subjects.</td>
<td>🗡️ ★ ★ ★ ★ ★ ★ ★ ★</td>
<td>★ ★ ★ ★ ★ ★ ★ ★ ★</td>
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<tr>
<td>Microteaching plans and</td>
<td>Microteaching presentations of up to fifty minutes in length, including one off-campus microteaching conducted in a school setting under the supervision of a practicing social studies teacher.</td>
<td>★ ★ ★ ★ ★ ★ ★ ★ ★ ★</td>
<td>★ ★ ★ ★ ★ ★ ★ ★ ★</td>
</tr>
<tr>
<td>presentations</td>
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<tr>
<td>Unit Planning</td>
<td>Unit plan prepared for a social studies teaching unit.</td>
<td>★ ★ ★ ★ ★ ★ ★ ★ ★ ★</td>
<td>★ ★ ★ ★ ★ ★ ★ ★ ★</td>
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**List of Initial Unit Standards:**
- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment
- Standard 9 – Collaborative Relationships
- Standard 10 – Reflection and Professional Growth
- Standard 11 – Professional Conduct

**List of Unit Dispositions:**
- Disposition 1 – Interaction with Students
- Disposition 2 – Professional and Ethical Practice
- Disposition 3 – Effective Communication
- Disposition 4 – Planning for Teaching and Student Learning
- Disposition 5 – Sensitivity to Diversity and Equity