

DEPARTMENT OF HISTORY
Bachelor of Arts in History: Social Studies Education

PROGRAM OVERVIEW

The Undergraduate Secondary Social Studies Education program at the University of North Carolina at Pembroke is designed to prepare candidates for professional careers as secondary social studies teachers. The program endeavors to develop teachers who are committed to the fostering of informed citizenship in a multicultural, democratic society. Accordingly, it prepares teachers who are amply knowledgeable to familiarize students with the reality, benefits, and responsibilities that come with global interdependence. The specialty area program is accredited by the North Carolina State Department of Public Instruction, the National Council for the Accreditation of Teacher Education (NCATE), the Southern Association of Colleges and Schools (SACS), and the National Council for Social Studies (NCSS). Administratively, the program is housed in the Department of History in the Dial Building. The Social Studies Education program is guided by an advisory committee comprised of faculty representatives from the history and specialty area social science departments and the School of Education; public school teachers; program completers; and current candidates.

Program of Study

Program Goals and Objectives.

The goal of the Social Studies Education program is to produce effective, professional educators who have a solid conceptual framework for teaching Social Studies. To that end, the program prepares candidates for the integrated teaching of the social sciences and the humanities in order to develop civic competence in individuals who are members of a culturally diverse society in an interdependent world. Teaching social studies, which extends to the entirety of human experience, requires that students

- a. Know the major periods of U.S., North Carolina, World, European, African, Asian, and Latin American history and identify the basic political, social, economic, cultural, and geographical themes of each period;
- b. Recognize the influence of each civilization on the world and acknowledge the European heritage of significant U.S. institutions;
- c. Situate significant current events within an historical framework and recognize their interrelatedness;
- d. Understand the nature, content, and concepts of the social science disciplines (anthropology, economics, geography, political science, and sociology) and apply science concepts to the study of individuals, societies, and institutions;
- e. Develop constructive attitudes toward diversity, pluralism, change, conflict, and uncertainty;
- f. Understand the historical and contemporary place of social studies in public education, with particular attention to the current North Carolina Social Studies

- curriculum, and become familiar with recent trends and their significance for social studies educators;
- g. Formulate appropriate objectives and utilize a variety of effective instructional strategies, resources, and assessment techniques which are designed to develop the skills of inquiry, decision-making, problem solving, and critical thinking;
 - h. Develop classroom management skills consistent with current professional standards, respect for all individuals, fairness, and a positive classroom climate;
 - i. Exhibit a working knowledge of instructional technology and the ability to integrate appropriate computer-based instructional resources and strategies into social studies instruction;
 - j. Complete a sequenced program of field experiences and professional activities that develop a respect for the profession, a sense of individual competence, and an appreciation for continual reflective practice, collaboration, and professional development.

Standard 1: Social studies teachers have a broad knowledge of content.

Indicator 1: Social Studies teachers should have a basic knowledge and understanding of the tapestry of world cultures. Social studies teachers:

- Know and appreciate creative works of world cultures;
- Value the contributions of world cultures and religions;
- Have an awareness of, an appreciation for and sensitivity to diverse cultures;
- Recognize the impact of social diversity in a complex world.

Indicator 2: Social Studies teachers understand the social science disciplines. Social studies teachers:

- Understand the interdisciplinary nature of social studies;
- Know spatial and temporal concepts and their relationships;
- Are aware of the rights and responsibilities of democratic citizenship;
- Have the commitment to seek and acquire new knowledge in the social sciences.

Standard 2: Social studies teachers know the content appropriate to their teaching specialty. Grades 9-12 social studies teachers should have knowledge of:

Indicator 1: Political Science

- United States Government—local, state, federal
- United States founding documents
- Comparative Governments
- United states Judicial Systems

Indicator 2: History and historical concepts

- History of North Carolina
- United States History
- World History
- Sense of chronology
- Cause and effect; multiple causation

- Continuity and change
- Differences in historical perspectives
- Historical analysis and interpretation

Indicator 3: Geographic concepts

- Five Themes of Geography
- Six Essential Elements of Geography
- Interpreting thematic maps and other graphic representations

Indicator 4: Economic concepts

- Interdependence and international trade
- Limited resources and resource allocation
- Economic systems
- Free enterprise and market economy
- Planned or command economy
- Mixed economy
- Industrialization and technology
- United States financial and banking institutions

Indicator 5: Cultural anthropology

- Societal structures
- National and cultural identity

Indicator 6: Sociology

- Groups and institutions
- Major social problems

Indicator 7: Psychology

- Human growth and development
- How humans adapt and react to a variety of environments

Standard 3: Social studies teachers connect social studies with the broad curriculum. Because it is the most inclusive content area, social studies is the ideal vehicle for teaching and enriching the broad curriculum. Teachers use the scope and sequence of the social studies curriculum to teach skills through the integration of social studies content with the areas listed below.

Indicator 1: Communication. Teachers incorporate into their lessons:

- A wide range of reading materials including primary documents, biographies, and children's multicultural literature;
- Writing assignments in a variety of styles including expository, persuasive, and speeches;
- Development of speaking skills by assigning oral reports, historical debate, and speeches;

- Critical listening skills utilizing propaganda and historic recordings;
- Critical viewing of videos, posters, works of art, and other visual items;

Indicator 2: Humanities. Teachers enhance students' understanding of cultures and historical periods by incorporating:

- World and American literature
- Visual arts
- Performing arts
- Languages

Indicator 3: Science. Teachers enhance lessons by making connections with:

- Scientific discoveries
- Technological innovations

Indicator 4: Math. Teachers incorporate into their lessons:

- Measurement through map scale and distance
- Interpretation of quantitative data through charts and graphs
- Coordinate graphing through grid patterns, latitude and longitude

Indicator 5: Technology skills. Teachers incorporate into their lessons:

- Collecting data
- Organizing and sorting data
- Displaying data in a variety of ways

<p>Standard 4: Social Studies teachers know relevant applications of the content.</p>
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Indicator 1: Citizenship. Teachers in social studies classrooms:

- Promote concepts of citizenship as vital to the development of responsible members of society.
- Provide students a forum to explore controversial issues and address social issues constructively.

Indicator 2: Historical perspectives. Teachers in social studies classrooms:

- Link current events to past events and future trends.
- Highlight continuity in the human experience.
- Foster a respect and appreciation for enduring traditions.
- Demonstrate the ability of groups of individuals to initiate changes.

Indicator 3: Global interdependence. Teachers in social studies classrooms

- Develop understanding of our nation's place in the global economy.
- Foster understanding of our nation's role in global politics.
- Shape understanding of world environmental problems.

Indicator 4: Life skills. Teachers in social studies classrooms:

- Provide for critical thinking and effective use of information.

- Emphasize the use of maps for practical purposes.
- Require consideration of views outside an individual’s realm of experience.

Indicator 5: Spatial perspectives. Teachers in social studies classrooms:

- Develop a sense of place—human and physical.
- Aid in understanding of patterns and distributions such as people, ideas and resources.

Standard 5: Social Studies teachers plan appropriate instruction. In planning, social studies teachers:

Indicator 1: Align instruction with the North Carolina Social Studies Standard Course of Study and incorporate National Council of Social Studies and discipline-specific national standards.

Indicator 2: Establish an inviting, stimulating environment for learning about people, places and times.

Indicator 3: Conceptualize units of study that are cross-cultural or representative of people in regions and historical periods studied.

Indicator 4: Select the appropriate historical and geographical content that best represents the learning objectives.

Indicator 5: Integrate units with appropriate literature, arts, and communication and information skills.

Indicator 6: Produce quality instructional materials that reflect historical accuracy and that are geographically current.

Indicator 7: Select and use appropriate audiovisual, information, and technology resources, including primary sources, historical documents, economic data, legislation, and thematic maps.

Indicator 8: Evaluate materials for historical and geographic accuracy, bias and stereotypes.

Standard 6: Social Studies teachers use appropriate teaching methods.

Indicator 1: Plans for a variety of appropriate instructional methods, including lecture, demonstration, and modeling; small group instruction; seminars and debates; role playing and mock trials; simulations, inquiry, case studies, and analysis of primary and secondary sources.

Indicator 2: Assigns group work to foster collaborative skills, utilizing cooperative learning, participatory democracy, and service projects to develop civic responsibility.

Indicator 3: Assigns visual projects for students to create and interpret political cartoons, propaganda posters, collages, models, and displays.

Indicator 4: Uses technology as a tool for research, communication and managing information (e.g., word processing reports and projects, obtaining information from the Internet, using databases and spreadsheets to organize and manipulate data, constructing multimedia presentations, and communicating through electronic mail and videoconferencing).

Standard 7: Social Studies teachers use appropriate tools for assessment. In assessing students the social studies teacher

Indicator 1: Develops pre-assessment techniques that measure a student's background in social studies concepts.

Indicator 2: Uses a variety of instruments, including portfolios; written and oral reports; charts, graphs, and timelines; tests; essays; and visual projects, models, and demonstrations.

Indicator 3: Utilizes diverse assessment strategies, such as student conferences, oral questioning, and authentic assessment.

Indicator 4: Constructs valid test items that measure the knowledge and skill objectives of social studies.

Indicator 5: Engages students in peer- and self-assessment and in the development of rubrics.

Indicator 6: Uses assessment data to evaluate teaching methods and plan future instruction.

Standard 8: Teachers are successful in teaching a diverse population of students, and respect and care about students.

Indicator 1: Recognizes cognitive differences by developing a repertoire of teaching strategies, gathering and incorporating appropriate instructional materials, and utilizing a variety of assessment procedures.

Indicator 2: Accommodates instruction for physical differences by providing classroom arrangements to meet the needs of all students and adapting lessons to meet visual, auditory, tactile, and kinesthetic needs.

Indicator 3: Acknowledges and affirms different cultural backgrounds by providing an open, trusting environment for sharing ideas and valuing and encouraging the expression of multiple perspectives on issues and concepts.

Standard 9: Social Studies teachers develop as leaders in their schools and communities.

Indicator 1: Involves students in activities outside the classroom and sponsors activities related directly to social studies.

Indicator 2: Participates in meetings that discuss or establish policy.

Indicator 3: Participates in the selection of textbooks and resource materials that augment the social studies curriculum such as maps, primary sources, and software.

Indicator 4: Communicates with administrators concerning needs within the Social Studies Department including funds for field trips and guest speakers, materials unique to the subject, and professional developmental study and travel.

Indicator 5: Establishes an inviting environment for discussing, researching, and displaying constructed knowledge about people, places, and times.

Indicator 6: Collaborates with colleagues to strengthen social studies content, research, and pedagogy.

Indicator 7: Invites classroom observation by other professionals both inside and outside the department and initiates professional conversations on teaching improvement.

Indicator 8: Participates in civic activities.

Standard 10: Social Studies teachers grow and develop as professionals as they interact with the learning community and the resources it provides.

Indicator 1: Attend school, local, state, or national social studies meetings and conferences.

Indicator 2: Read professional journals and literature.

Indicator 3: Reflect individually and with colleagues on daily lessons and long-term units to improve instructional skills and develop the knowledge base for increased student learning.

Indicator 4: Participate in professional development and travel.

Standard 11: Social Studies teachers advocate the inclusion of social studies as a vital component of the basic curriculum.

Indicator 1: Because of its intrinsic merit, social studies teachers advocate the inclusion of social studies as a core subject in the basic curriculum at **all** grade levels for **all** students, regardless of state testing mandates.

Indicator 2: Social studies teachers devote adequate time within the school day, throughout the school year, for the teaching of social studies.

Indicator 3: Social studies teachers request up-to-date resources and supplies.

Indicator 4: Social Studies teachers take advantage of opportunities to promote the significance of social studies in a comprehensive education.