This course supports the assessment for Social Science Pedagogy. The course covers 1 competency and represents 3 competency units.

**Introduction**

Welcome to Social Science Pedagogy! The Social Science Pedagogy course has been designed to introduce you to effective teaching strategies and techniques in social sciences.

**Overview**

Why study pedagogy? What is pedagogy, anyway? *Pedagogy* is a Greek word that refers to the method or style of educating children. In English the word is used to refer in general to styles or methods of teaching. The Social Science Pedagogy course provides instruction in effective ways to teach social science subjects to students at the middle and high school levels.

Effective teaching in the social sciences requires the application of the general knowledge you have gained in instructional planning, strategies, and presentation to social studies topics. The study of pedagogical theories and methods in their application to social science is the final step in your preparation as a teacher of these subjects. This course will assist you as you prepare to engage in the performance assessment. You should read through the task instructions for each of the tasks as you begin to work on this course. This will help you to develop a general plan for completing the performance tasks.

As you work through the study outline and activities presented below, you will progress toward the level of competence necessary to succeed on the social science pedagogy performance assessment. As with all WGU courses, you may proceed more or less quickly depending on the level of competence you possess when you begin. Regardless of your pace, if you are sure to complete all of the reading and each of the learning activities, etc., you will be well-prepared to demonstrate your competency through assessment.

Before completing a particular assessment, you may wish to revisit and review the reading and activities related to each of the learning topics. These are outlined in the conclusion of this course. You can begin by talking with your mentor about your current level of competency in social science pedagogy. Discuss a plan for working through and completing this Social Science Pedagogy course.

As you consider your future as an educator, keep in mind that the social science pedagogy represents innovative and critical thinking areas associated with providing social science instruction to diverse learners. As you apply yourself to the activities outlined in this course you will continue to build a solid foundation of excellence in social science pedagogy.

Before you begin, and with a view to your preparation as a potential teacher of these subjects, you might find it informative and helpful to review the "Thematic Standards" for social studies teaching as published by The National Council for the Social Studies:

- *"The Themes of Social Studies"*
You might begin a notebook on the various social studies subjects with notes related to these thematic standards. Then, as you proceed through this course, continue to reflect on how these subjects are related to the thematic standards.

Watch the following video for an introduction to this course:

*Note: To download this video, right-click the following link and choose "Save as...": [download video](#).*

**Competencies**
This course provides guidance to help you demonstrate the following 1 competency:

- **Competency 602.7.1: Teaching Methods-Social Science (Secondary)**
  The graduate provides effective, research-based social science instruction.

**Teaching Dispositions Statement**
Please review the [Statement of Teaching Dispositions](#).

**Course Instructor Assistance**
As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you’re studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course instructors act as a support system to help you prepare for another attempt. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

**Required Learning Resources**
Required readings are embedded in this course. Please study them carefully as directed and keep notes from your readings.

**Preparing for Success**
To successfully complete this course, you need to spend time with the resources that are provided to support your learning. You should also prepare a calendar to schedule times devoted to your studies. Share your calendar with family and friends so they are aware of your obligations. Complete each of the readings and activities with thoroughness. Doing so will pay dividends as you complete the assessment and as you move forward into your teaching career.

**Learning Resources**
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

**Automatically Enrolled Resources**

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

Watch the following Learning Resource Navigation Video for additional information on how to access the learning resources embedded in this course.

*Note: To download this video, right-click the following link and choose "Save as...":* [download video](#)

**Additional Preparations**

The following link provides a free study activity tool you will use to make compare and contrast charts, cause and effect charts, and note taking and summarizing charts. Download the study charts now so you will have easy access to them later.

*"Graphic Organizers"

**Keep a Study Notebook**

As you engage in the activities throughout this course, you will be answering questions, completing exercises, sketching out concepts, and so forth. You can take these notes online through the web-enabled course. A notebook or study journal (either paper or electronically) makes your learning more active. It also provides an excellent source of important materials to review prior to demonstrating your competencies through the assessments.

**Social Science Pedagogy Message Board**

The message boards are an important part of the WGU experience. In the right hand navigation portion of the course screen, there is a message board area. Throughout your studies, you will
want to follow the questions, observations, and responses of the other candidates and the expert advice of the course instructor. If you have questions of your own do not hesitate to use this resource to get those answered as you develop your competencies.

**Pacing Guide**
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

*Pacing Guide: Secondary Social Science: Social Studies Pedagogy*

*Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.*

**Theories of the Social Sciences**

Social science pedagogy incorporates research-based instruction. Have you ever wondered how to reach children who learn differently? Have you ever wondered what other teachers have found works well or does not work well in the classroom? The readings and activities included in this subject will introduce you to theories of and approaches to social science instruction and will discuss how to be effective with the students you teach. Perhaps more than teachers in other subject areas, social studies teachers are often confronted with questions about their subject matter and how to teach it effectively. While no single approach is correct, especially not in every circumstance, carefully attending to a variety of legitimate approaches will assist you in developing your own thinking about the social sciences as a group and about social science instruction.

As a learner yourself, you will want to pay close attention to how methods are applied to learning and what constitutes effective teaching strategies. After completing the following activities, you will be able to discuss a variety of theories of social studies and social studies instruction. You will also be able to discuss pedagogical techniques in relation to such instruction.

**Social Studies Philosophies**

Social studies and social studies instruction are understood in a variety of ways. Thinking about the various fields of social studies and how they relate is the foundation of successful social studies instruction.

**Social Studies Overview**

Read the following chapters in *Teaching Social Studies in Middle and Secondary Schools*:

- chapter 1 ("Alternative Perspectives on the Social Studies")
- chapter 2 ("Contemporary Social Studies")
- chapter 3 ("Teaching and Learning Social Studies")

**Terms and Questions**

Respond to the following prompts in your study notebook:
Can you identify the different kinds of relationships that exist among the various social studies fields?

- Describe the various approaches to social studies teaching.
- Which approach is most appealing to you? Why?

**Summarize**

Based on your reading, summarize your thoughts on the role of social studies in overall curriculum. Consider the following points:

- What do you believe to be the role of social studies in the overall curriculum? Why do you believe this?
- Why do you think social studies instruction should or should not be integrated with other areas of the curriculum?

As you reflect on these questions, share your thoughts and interact with your fellow students on the message board.

**Personal Statement**

Write your own statement on the role of social studies in the overall curriculum. Create a chart or graphic organizer to represent the schools of thought discussed in the reading for this section.

- "Graphic Organizers"

What do the following terms mean in this discussion: essentialism, pragmatism, progressivism, reconstructionism?

**Pedagogical Techniques and Diverse Learners**

Effective social science pedagogy uses different instructional strategies to build the student's learning base. The readings and activities for this subject introduce you to some common pedagogical techniques applied to social science instruction and to providing instruction for diverse learners. How do you help a student reach a solid understanding of the content in social science? This section will introduce you to the tools you need.

What kinds of pedagogical methods are well suited to the social sciences, and especially to social science instruction, to benefit all learners? You are already familiar with a number of general techniques from your studies in instructional planning, design, and presentation. As you consider the pedagogical techniques discussed in the readings that follow, you will be building on this familiar foundation. As you read and consider the application of these techniques, consider how they fit together with what you have already learned. How can you develop a sound approach that will provide effective instruction for all learners?

**Social Science Teaching Strategies**

Now that you have considered general instructional approaches to the social sciences (in the previous subject), it is time to think more concretely about specific teaching strategies that can help you bring social studies to life for your students. Your ability to do this for a variety of
learners or learning styles depends on mastery of at least a few techniques that are well suited to your personal style. You may find one or more of these described and discussed in the following readings.

**Pedagogical Techniques**

Read the following chapters in *Teaching Social Studies in Middle and Secondary Schools*:

- chapter 11 ("Adapting Social Studies Instruction to Individual Needs")
- chapter 12 ("Evaluating and Assessing Student Learning")

Each of the chapters listed above discusses many different teaching techniques. Are there specific strategies that you find more appealing than others (i.e., better suited to your personal style)? Why might you favor one or more of these strategies or techniques over others?

Create a chart explaining how teachers could use common strategies in secondary social science instruction to meet the needs of all learners.

Share your thoughts regarding the various techniques with your fellow students on the message board.

**Learning Styles Summary**

Summarize each of the following in your study notebook: diverse learning styles, learning styles that may be addressed by curricular integration, and integrating the visual and performing arts into social science instruction.

**Learning Styles and the Arts**

In your study notebook, list three distinct learning styles, and identify the effect of integrating visual and performing arts into the social science curriculum on such learners.

**Performance Assessment:** The readings and activities in Pedagogical Techniques and Diverse Learners are related to assessment performance task 602.7.1-03.

**Community Values and Resources**

As you complete the readings and activities for this subject, you will be reflecting on community issues related to teaching social science, including the importance of community values and understanding the community as a resource for learning. One of the effective ways of relating social science material to everyday living is by connecting instruction to current community issues or by participating in community activities.

The values of particular communities often influence curriculum development at the state and local level. Social studies teachers are in an optimal position to understand how community values influence curriculum and to use community resources in instruction. Whatever the social studies subject, the local community has resources available that can greatly enhance student experience and understanding.
After working through the following topics and completing the associated activities, you will be able to explain what community values are, explain what their relevance for state and local curriculum is, and identify resources within the local community that could be incorporated into lessons on various social studies subjects.

**Community Values**

Community values are the opinions and beliefs of communities regarding the most important matters. If they are not explicit in the curriculum, they are always in the background. They influence how students relate to the world around them and how the world relates to them.

**Community Values Reading**

Review the following:

- "First Amendment Center" (Note: Open this link and scroll to the headings "K-12 public school student expression overview" and Personal & public expression overview." Select and skim through a couple of the listed articles to get a glimpse of the legal and societal issues involved in social science education.)

Read the following chapter in *Teaching Social Studies in Middle and Secondary Schools*:

- chapter 8 ("Social Concern in a Globally and Culturally Diverse World")

Review the following chapter in *Teaching Social Studies in Middle and Secondary Schools*:

- chapter 2 ("Contemporary Social Studies")

How do values impact social studies instruction? How does the community impact instruction?

**Identify Local or Historical Instances**

To get a good grasp on this topic, it is very helpful to consider it at the level of your local community or state. That is, what kinds of values and beliefs influence curriculum in your own community?

On the basis of your research, think about the influence of community values (both currently and historically) on social studies curricula. A somewhat extreme example of such an historical instance is the famous Scopes Monkey Trial. Note that the point is not to debate the correctness or incorrectness of particular community values, but rather simply to understand how such values influence curriculum development. Share your findings and thoughts on the course message board.

**Community Resources**

Every community has resources that can assist teachers in creating effective instruction in social studies. This can include anything from finding eyeglasses for students with financial needs to finding a support group for parents of special needs students. Do you know what community resources are or would be available to you in your role as a teacher?

**Community Resources Reading**
Review the following chapter in *Teaching Social Studies in Middle and Secondary Schools*:

- chapter 3 ("Teaching and Learning Social Studies")

**List of Resources**

Spend some time researching and locating lesson plan resources available from the broader community. These may be in your local community, or they may be available in the larger state or even national community context.

Create a list of the resources available. Reflect on the benefits of using these identified resources, such as how they will enhance your instructional activities and the effect they might have on students. Consider the following activity and question as a way to refine your list:

- Identify at least three instructional resources available to you from the broader school community that you could employ in your future teaching. Make sure that the resources are reasonable (in other words, they should be real resources that you could access if you were a teacher in the community.).
- How could each identified resource be integrated meaningfully into a lesson or unit?

Share your thoughts and examples with your fellow students on the message board.

**Fostering Citizenship and Involving Families**

The readings and activities in this section provide instruction in understanding how the study of social science helps students develop into actively participating citizens and the importance of parental/custodial involvement in education at the secondary level.

No society can neglect the education of its citizens in the requirements of citizenship, and social studies is obviously the field best suited to such education. But how does such education best take place? How can students be engaged in the question of citizenship such that they are encouraged to fulfill citizen responsibilities? How might parental/custodial involvement increase student awareness of the rights and responsibilities of citizenship?

After completing the following readings and activities, you will be able to discuss the importance of promoting good citizenship through social studies instruction as well as ways to encourage parent or guardian engagement with and support of students' educational activities.

**Citizenship and the Social Studies**

As you do the reading, you will be looking at how effective education in citizenship at the secondary level must be delivered in the social studies classroom. Effective education includes delivering instruction that is research-based and considered "best practice" in instructional methodology. Building strong citizenship traits and characteristics in students is part of the challenge of social science teaching.

**Citizenship Reading**

Review the following chapters in *Teaching Social Studies in Middle and Secondary Schools*:
• chapter 2 ("Contemporary Social Studies")
• chapter 8 ("Social Concern in a Globally and Culturally Diverse World")

Read the following section in *A Practical Guide to Middle and Secondary Social Studies*:

• pages 202–224 in chapter 7 ("Teaching Civic Education and Global Education")

See also the NCSS Position Statements given in the following websites:

• A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy
• Creating Effective Citizens
• Revitalizing Civic Learning in Our Schools

**Note Taking and Summarizing Chart: Citizenship**

Create a note taking and summarizing chart on which you list examples of social science instruction that aids the development of students into actively participating citizens of our society.

**Parental/Custodial Involvement and Participation**

Students whose parents are involved in their education are usually more motivated and successful. Certainly, student learning is greatly enhanced when parents or custodians of learners are involved in educational activities. Teachers can cultivate relationships with parents early on in the students' school experience and create an assurance that they are working together with parents in the best interest of their children. **Parental/Custodial Involvement Reading**

The following article review the relevance and importance of parent/custodial involvement in students' education:

• "Parental Involvement Is as Easy as Pie!"

**Facilitating Involvement**

Create a list of specific potential lesson topics or ideas that you could use to facilitate parental or custodial involvement. It can be very helpful to brainstorm with other students about this on the message board.

For each of the topics, try to think of at least three ways in which you would facilitate active parental or custodial involvement in your teaching. Share these on the message board.

**Factors in Instructional Design**

Every child learns differently and can benefit from different instructional strategies. The following readings and activities provide instruction in designing lesson and unit plans in specific social science subjects. You will become familiar with designing curriculum that meets the needs of all
your students.

Teachers make multiple decisions about the instruction they will provide. At the most fundamental level, these decisions involve determining the goals of instruction and designing a program of studies that makes possible the achievement of the goals. The readings and activities that follow provide background in some of the many factors that must be considered in the planning of effective instruction. They also provide practice in planning a unit of instruction in world history.

After completing the readings and activities for the following topics, you will be able to discuss the factors necessary to consider in designing a unit of instruction for world history. You will also design a three-lesson world history unit.

**Factors Related to Specific Social Science Topics**

Addressing diverse learning styles is one factor to consider in designing instruction. What are other relevant factors to consider in planning social science instruction, whether for a single lesson or for an entire instructional unit?

**Instructional Design Reading**

Read the following chapters in *Teaching Social Studies in Middle and Secondary Schools*:

- chapter 4 ("Organizing and Planning for Teaching Social Studies")

Review the following chapters in *Teaching Social Studies in Middle and Secondary Schools*:

- chapter 12 ("Evaluating and Assessing Student Learning")

Read the following in A *Practical Guide to Middle and Secondary Social Studies*:

- chapter 3 ("Basic Teacher Instructional Methods")
- chapter 4 ("Active, Student-Centered Strategies")
- chapter 5 ("Using Multiple Assessments and Evaluation")

**Factors to Consider in Social Studies**

Make a list of five or more general factors to consider when planning lessons and units in social studies. For example, what is the point of view or general aim from which you are approaching the material? How does this point of view influence the goals and objectives you have for your lesson or unit? What are your didactic, reflective, and affective goals?

To the above factors you might add general contextual factors, such as the layout of the classroom, the availability of media delivery sources, the availability of required materials, etc.

**World History**

Consider the factors listed above in planning a three-lesson unit in world history. As noted in *Social Studies for the Twenty-First Century*, traditionally, world history has been taught sequentially as western history. However, other approaches are possible. Consider the possibilities outlined in the following readings.
World History Reading

Read the following chapter in A Practical Guide to Middle and Secondary Social Studies:

- chapter 6 ("Teaching History")

Factors to Consider in World History

Create a summary list of factors to consider in planning an instructional unit in social studies/world history. These may include the ones discussed above as well as others that, on the basis of your studies, you find important.

Plan a Unit: World History

Refer to your list of general factors or principles to keep in mind when planning units of instruction. In conjunction with the performance task, plan three lessons for a single unit of instruction in world history.

Performance Assessment: The readings and activities in Factors in Instructional Design are related to assessment performance task 602.7.1-04, 14.

Integrating Concepts

How can a variety of social science concepts be integrated into lesson and unit plans? What is the value of doing so? Can you see ways in which concepts or ideas from one of the social sciences can illuminate another social science subject? The following readings and activities provide instruction in lesson planning that involves the integration of concepts within the social sciences.

The interrelation of concepts from the different fields of social science allows for cross-field planning and presentation. The readings and activities that follow provide background in integrating concepts across the social studies curriculum and practice in such concept integration in unit planning.

After completing the readings and activities from the following topics, you will be able to discuss and give examples of the interrelation of social science concepts, and you will be able to describe a detailed lesson plan that uses concepts from the behavioral sciences to illuminate the study of U.S. history.

Integrating Concepts and Collaborating

The social sciences are interrelated and mutually complementary. Frequently, concepts from one social studies subject will illuminate and reinforce those from another. For example, anthropology complements the understanding of history; economics complements the understanding of government and civics.

Integrated Instruction Reading

Read the following chapters in A Practical Guide to Middle and Secondary Social Studies:

- chapter 1 ("Middle and Secondary Social Studies")
• chapter 2 ("Planning for the Social Studies")

Review the following chapters in *Teaching Social Studies in Middle and Secondary Schools*:

• chapter 2 ("Contemporary Social Studies")
• chapter 3 ("Teaching and Learning Social Studies")

Lesson Planning

On the basis of your reading, write a short statement concerning how one or more concepts from another social studies discipline or disciplines can inform instruction on a topic in U.S. History.

Describe the process through which you could collaborate with a teacher from another discipline to create an interdisciplinary approach to a unit in U.S. history. Consider the example(s) in the following "Different Approaches" activity.

**U.S. History and Behavioral Sciences**

It will be of great value to you as a teacher to be able to show your students how social science subjects overlap and how the approach of one social science illuminates the approach of another. As you proceed through the following activities, you will use concepts from one of the other social science subfields in planning a unit in U.S. history.

**U.S. History Reading**

Review the following chapter in *A Practical Guide to Middle and Secondary Social Studies*:

• chapter 6 ("Teaching History")

Reflect on how concepts from other social sciences subfields can be used in planning.

**Different Approaches**

Consider how the fundamental concepts and approaches of one of the social sciences sheds light on three major historical events of your choosing. Consider how different social science disciplines might approach historical events (e.g., How could the study of psychology or sociology increase understanding of the Great Depression? How might anthropology help to illuminate a study of the causes of war?).

**Plan a Unit: U.S. History**

Plan a three-lesson, U.S. history unit on the social impact of the Great Depression. Integrate into one or more of the lessons concepts from the behavioral sciences. For example, you might consider the psychology of the so-called "boom, bust cycle" or an anthropological or sociological perspective concerning the effects of the Great Depression on population distribution.

**Performance Assessment**: The readings and activities in Integrating Concepts are related to assessment performance tasks 602.7.1-05, 18 and 602.7.1-11, 13.

**Fostering Critical Thinking Skills**
What makes a social science lesson plan effective? Planning and organizing your content prior to designing the lesson plan is important. The following readings and activities provide instruction in lesson and unit planning in specific social science subjects.

Critical thinking involves the ability to reflect and evaluate prior to making decisions about what to believe or do. It is obviously one of the primary goals of education as such. The fields of social studies provide optimal subject matter for fostering critical thinking skills. The readings and activities that follow provide background in encouraging the development of such skills and practice in lesson planning.

Critical Thinking Skills

The development of critical thinking skills is at the foundation of education. Such skills are, in a strict definition of the term, social skills because information comes to us in a social context. How can social studies teachers effectively assist students in developing these skills?

**Critical Thinking Skills Reading**

Read the following chapters in *Teaching Social Studies in Middle and Secondary Schools*:

- chapter 5 ("Engaging Students in Learning Through Small Groups, Questions, Role Playing, and Simulations")
- chapter 6 ("Promoting Reflective Inquiry: Developing and Applying Concepts, Generalizations, and Hypotheses")
- chapter 7 ("Fostering Citizenship Competency")

Review the following chapters in *A Practical Guide to Middle and Secondary Social Studies*:

- chapter 3 ("Basic Teacher Instructional Methods")
- chapter 4 ("Active, Student-Centered Strategies")

What are critical thinking skills? Why are they important? How can they be developed through social studies instruction?

**Developing Questions and Discussions**

Reflect on different techniques for developing questions and discussions, as discussed in the readings. Create your own ranking of these according to your judgment of their contribution to the development of critical thinking skills.

**Economics**

Economics offers a variety of opportunities for instruction. It is particularly apt for helping students think critically. How can an economic analysis shed light on other social questions or problems?

**Economics Reading**
Review the following chapter in *Teaching Social Studies in Middle and Secondary Schools*:

- chapter 3 ("Teaching and Learning Social Studies")

**Plan a Lesson: Economics**

On the basis of the prior readings and activities, create an economics lesson plan that encourages the development of critical thinking skills. Consider the following activity as a possible topic for such a lesson, though you may choose another topic. Whatever topic you choose, use the questions as points of reflection.

- Develop an original lesson plan for a secondary level course in economics in which students analyze the impact of rising energy costs on individual consumer decisions regarding the use of disposable income.
- How does your lesson plan require students to use critical thinking skills?
- Why are critical thinking skills necessary for students to gain a deeper understanding of social science concepts? Give an example from your lesson.

Consider sharing your opinions about the importance of integrating instruction in critical thinking skills with your fellow students on the message board.

**Performance Assessment**: The readings and activities in Fostering Critical Thinking Skills are related to assessment performance task 602.7.1-06, 16.

**Promoting Literacy Skills**

Encouraging students to read is encouraging success. The following readings and activities provide instruction in lesson planning and integrating literacy skills for specific social science subjects.

At the foundation of critical thinking skills are literacy skills. In social studies, if instruction is to cultivate the former, it must begin with the latter. If literacy skills are the fundamental skills that enable students to read and write independently and fluently, social science teachers must find ways to help students develop these skills. The readings and activities that follow provide background in encouraging the development of literacy skills and related practice in lesson planning.

After completing the readings and activities in the following topics, you will be able to discuss the importance of including tasks that develop literacy skills in social studies instruction and provide a practical example of how to do so in a government/political science lesson.

**Integrating Literacy Skills**

How can you integrate literacy skills and critical thinking in your teaching? Literacy skills are fundamental and prior to critical thinking skills. Social studies instruction must address their acquisition.

**Integrating Literacy Skills Reading**

Read the following chapter in *Teaching Social Studies in Middle and Secondary Schools*: 
• **chapter 9 ("Comprehending, Communicating, and Remembering Subject Matter")**

Review the following chapters in *A Practical Guide to Middle and Secondary Social Studies*:

• **chapter 3 ("Basic Teacher Instructional Methods")**
• **chapter 4 ("Active, Student-Centered Strategies")**

Consider specific strategies, such as the use of anticipation guides.

**Strategies**

Make note of particular strategies for increasing or advancing student literacy. An anticipation guide is one such strategy. An anticipation guide is a before-reading strategy used to start students thinking about what they know (or think they know) about a topic. The teacher develops the anticipation guide by creating 5–10 statements about the content students will be exploring:

• **Anticipation Guides**

For more explanation and examples see also the following:

• **Anticipation Guide**
• **Images of Anticipation Guides**
• **Reading Anticipation Guide Teacher Instructions**

What other strategies would you be comfortable using?

**Government/Political Science**

Literacy skills can and should be integrated into all social studies subjects. Government and political science subjects can combine general literacy development with citizenship literacy.

**Literacy Skills and Citizenship Literacy**

Reading

Review the following chapters in *Teaching Social Studies in Middle and Secondary Schools*:

• **chapter 2 ("Contemporary Social Studies")**
• **chapter 3 ("Teaching and Learning Social Studies")**
• **chapter 8 ("Social Concern in a Globally and Culturally Diverse World")**

**Literacy Skills Lesson Plan**

Create a lesson plan for a government/political science class that includes specific strategies for the development of literacy skills. Consider creating and employing an anticipation guide or other strategies.

**Performance Assessment:** The readings and activities in Promoting Literacy Skills are related to assessment performance task 602.7.1-15, 19.

**Integrating Technology**
Technology has changed the face of instructional delivery. The following readings and activities provide instruction related to the integration of media technology in specific social science subjects. You will be introduced to how computers and media can enhance the learning experiences of social science students and increase their comprehension and understanding of content material. What can you cite as being effective technology interventions in your lesson plans?

If it is incorporated with care, media technology can be a highly effective instructional aid. The readings and activities that follow provide background in the relevance of media technology and practice with incorporating it into lesson plans. You will want to check your lesson plan construction with respect to integration of technology to make sure it reflects the most effective design.

After completing the readings and activities for the following topics, you will be able to discuss various ways in which media technology can be effectively incorporated into social science instruction.

**Using Media Technology**

There are some very interesting visual aids available to social science teachers. For example, there is a virtual tour of the Great Wall of China. Multimedia resources are particularly apt for instruction in social studies subjects. A variety of media are available, and you can find many of these by searching the Internet. What new ideas can you devise that incorporate the virtual delivery of content?

**Media Literacy Reading**

Read the following chapter in *Teaching Social Studies in Middle and Secondary Schools*:

- chapter 10 ("Using Technology to Enhance Social Studies Instruction")

**Note Taking and Summarizing Chart: Media Literacy**

Create a note taking and summarizing chart.

- "Graphic Organizers"

Note the importance of media literacy. Summarize reasons why media literacy is important and what you think would be the most effective uses of media technology in teaching social studies.

**Geography**

Geography is an essential part of the social studies curriculum. Even where it is not taught independently of other social studies subjects, it can greatly enhance the study of those other subjects.

**Geography Reading**

Review the following chapters in *Teaching Social Studies in Middle and Secondary Schools*:

- chapter 2 ("Contemporary Social Studies")
- chapter 7 ("Fostering Citizenship Competency")
Read the following in *A Practical Guide to Middle and Secondary Social Studies*:

- pages 234–249 of *chapter 8 ("Teaching Geography, Economics and the Behavioral Sciences")*

**Plan a Geography Lesson**

Plan a geography lesson that includes effective use of media technology. For this lesson, develop all components necessary for organized and successful instruction. This includes a list of instructional context factors for consideration, a statement of goals and objectives, pre- and post-assessment instruments, and an evaluation plan. Do not forget to make the content interesting as well, capturing the students' attention right away.

**Supplemental Reading**

**Performance Assessment**: The readings and activities in Integrating Technology are related to assessment performance task 602.7.1-07, 17.

**Final Steps**

Congratulations on completing the activities in this course! You are now prepared to complete the associated assessment. If you have not already been directed to complete it, schedule and complete the assessment now.

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.